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ABSTRACT

This publication presents guidelines to aid curriculum committees in the construction of elementary and secondary social studies programs which take account of the most current thinking. Fifteen guidelines, based on the components of knowledge, thinking, and social action, deal with purposes, content, and instructional strategies. Each guideline is accompanied by a discussion of its meaning and why it is needed, and two to four well-selected bibliographic items. Introductory and concluding pages present the background and rationale of the publication, suggestions for its use, and a glossary of key terms. The booklet is generously illustrated with attractive photographs which suggest the vitality of issues with which a good social studies program deals. (IM)

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the
world
we
live
in

foreword

The social studies have been a basic segment of American education for many years. Historically, only reading, writing, and arithmetic have received comparable attention in our schools.

The major objectives of our social studies programs havy been to develop good citizens, convey a body of basic knowledge, develop thinking skills, and transmit to our youth their cultural heritage. While these continue to be desirable goals, recent research in the learning process and societal developments require that we reexamine our programs with an eye to improving their effectiveness.

Automation, knowledge explosion, urbanization, and social unrest have all contributed to an ever-increasing rate of social change in our world. Man's first footprints on the moon have placed in new perspective our planet and the universe around us. The momentum grows geometrically and all of this imposes a responsibility on us to reexamine our goals and our values if man is to continue to maintain some semblance of control over his destiny.

Our system of government is flexible and open enough to confront successfully any problem we face. However, we must educate a citizenry that can become as excited about the fulfillment of our basic human goals as it is about pioneering in space.

These guidelines are an attempt to aid curriculum committees in the search for relevant and dynamic social studies programs — programs that will help students to feel more comfortable in a world of tentative solutions rather than one of absolutes; programs that breathe into them the air of warmth and humanness that gives life its dynamic spark; programs that open doors to individual commitments to lifelong searches for the meaning of man.

Louis Bruno

State Superintendent
of Public Instruction

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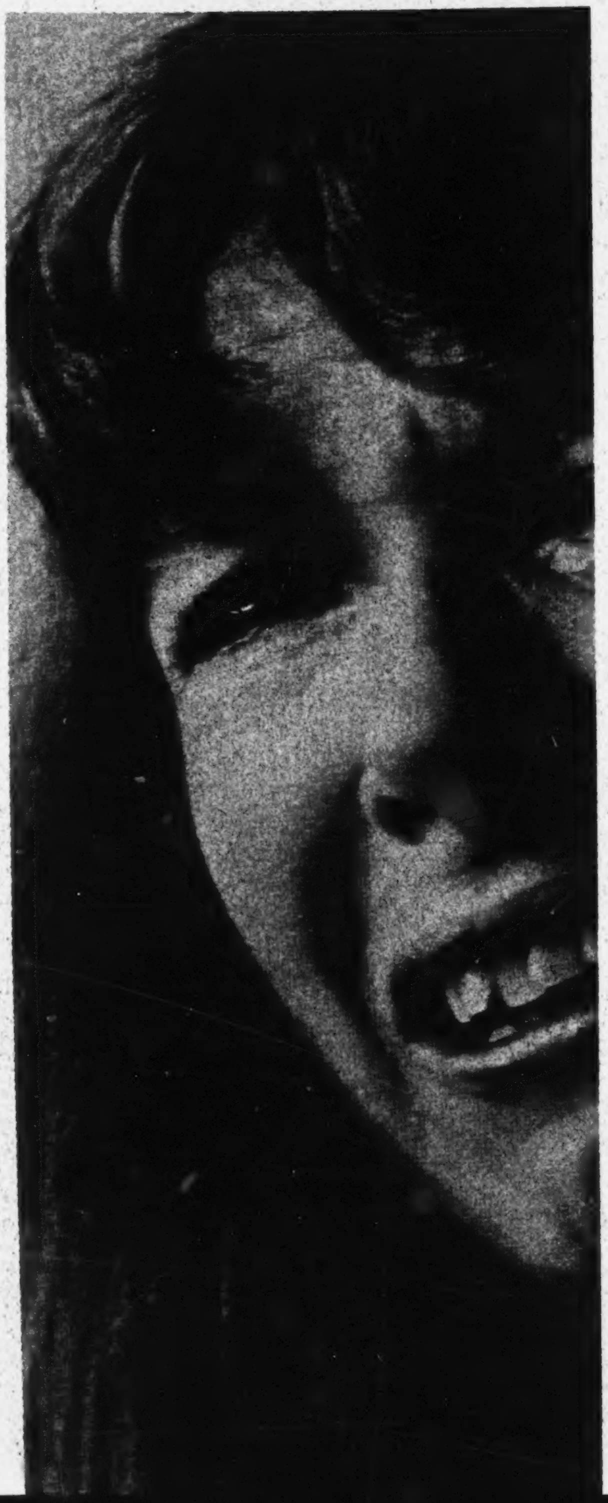

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the world we live in

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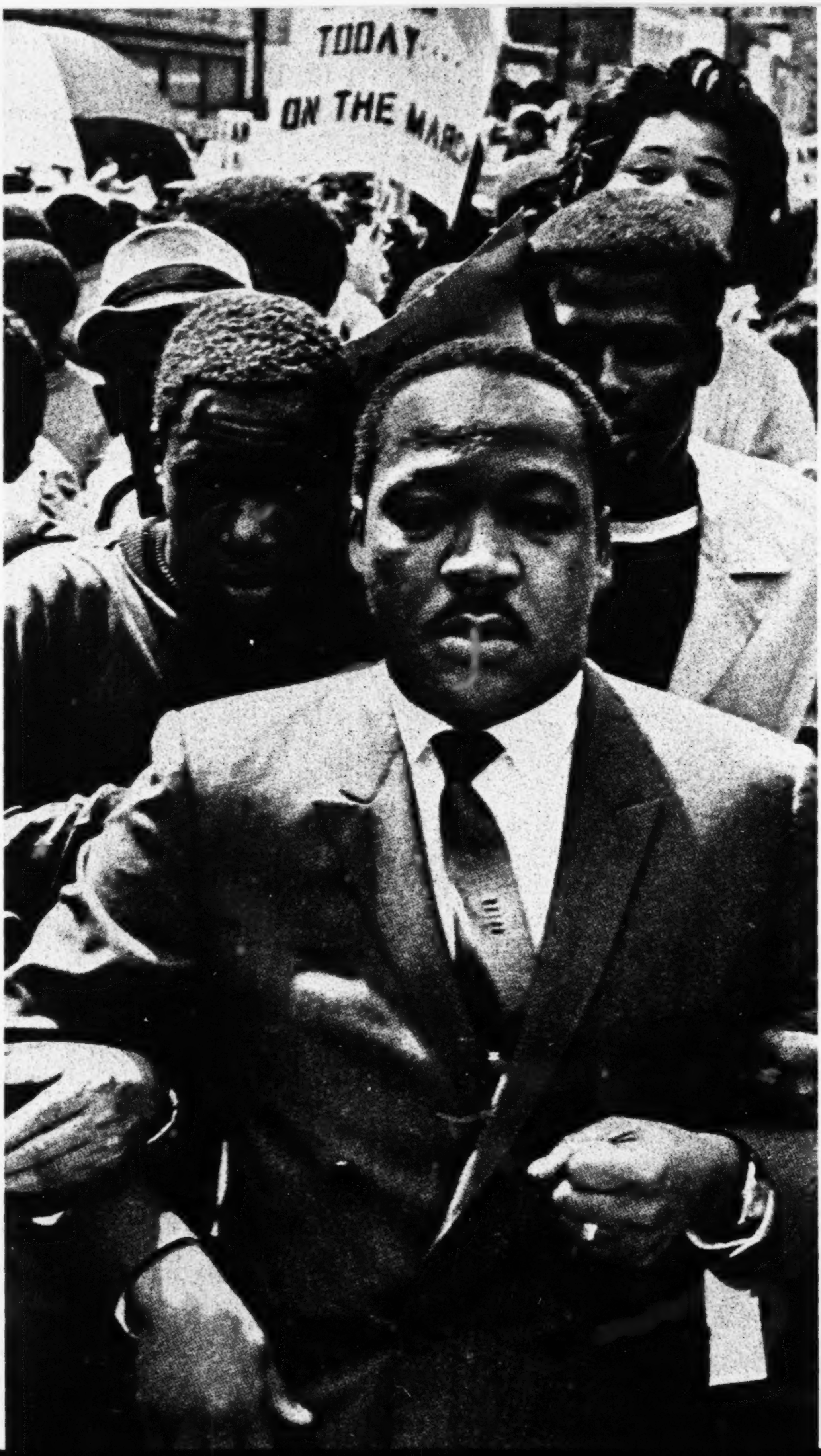


This document deals with the problems related to the overall planning of social studies programs in elementary and secondary schools. It is directed to school personnel in leadership positions. Curriculum directors, social studies supervisors, curriculum committees, department chairmen, and administrators should find it useful as they give attention to curricular reform in the social studies. Although teachers may find the document generally helpful, it is not intended to be immediately applicable to classroom teaching tasks.

Social Studies to be Abolished?

Legislation proposed

Social studies would be virtually abolished according to the provisions of a bill introduced at today's session of the state legislature.

The bill would restrict social studies instruction in Washington's public schools to the teaching of American history, government and geography. The specific purpose of the new program would be to develop loyalty to American institutions and traditions.

The bill's sponsor stated:

"Let's face it. Today's youth are not patriotic, they are not responsible, and they certainly don't respect authority. The part of the school's curriculum that is supposed to teach these things is social studies. The facts speak for themselves; the kid's behavior has proved it. Social studies has failed."

When asked to comment, one influential legislator remarked, "We cannot continue to channel the taxpayer's dollars into school programs that don't seem to have made any difference in students or in society."

Educators' reaction

Both teachers and administrators voiced their opposition to the bill at open hearings held by the House Education Committee. One elementary teacher testified:

"The legislators reveal short-sighted judgment in their actions. Social studies programs are only one force molding the behavior of youth. The family, the church, the peer group, as well as other parts of the school program, are also influential. Responsible student behavior is a result of all, not just one of these forces. The schools are not responsible."

The superintendent of a large metropolitan school district challenged the purpose of the proposed legislation:

"Our lawmakers have lost sight of democracy's meaning. Much present behavior should be encouraged, not condemned. We are seeing many young people actively and constructively involved in the political arena, in civil rights, and in such programs as Vista and the Peace Corps. Even the youthful protestors are showing the strength of their convictions. Very few actually break the law. More importantly, legislators need to realize that passive, apathetic, and blindly obedient citizens represent the antithesis of democratic behavior. Growth in a free society is nurtured by criticism and protest. The current young generation is demonstrating precisely this kind of involvement. In so doing, they provide evidence for the worth of social studies programs. This area of the curriculum may need to be expanded and deepened but certainly not curtailed."

Students' reaction

High school seniors, many of whom are college-bound and apparently represent the schools' successes, had these comments:

"Social studies? It doesn't help you solve the big problems like who's got the right answers to moral questions."

"My biggest problem is all the decisions necessary. Decisions about big things like drugs and war, and little things like girls and cars. Social studies hasn't helped me much with that kind of stuff."

Of special interest is a poem written by a high school student prior to the furor over social studies:

BENEDICTION

The junk is scattered over all the earth
Trash is visible everywhere
And as junk has been known to do
It gathers
Forming a junkyard of despair

A junkyard crammed with broken dreams
Of goals that weren't fulfilled
Of talent, energy, and usefulness
Not poured slowly forth
But carelessly spilled

This junkyard does not breed the love
Or understanding that they need
Instead, new bounty crops of hatred
Are quickly put to seed

Here and there they come together
For lack of a better place to go
And for the world around them
They produce, direct and star
In a very tragic show

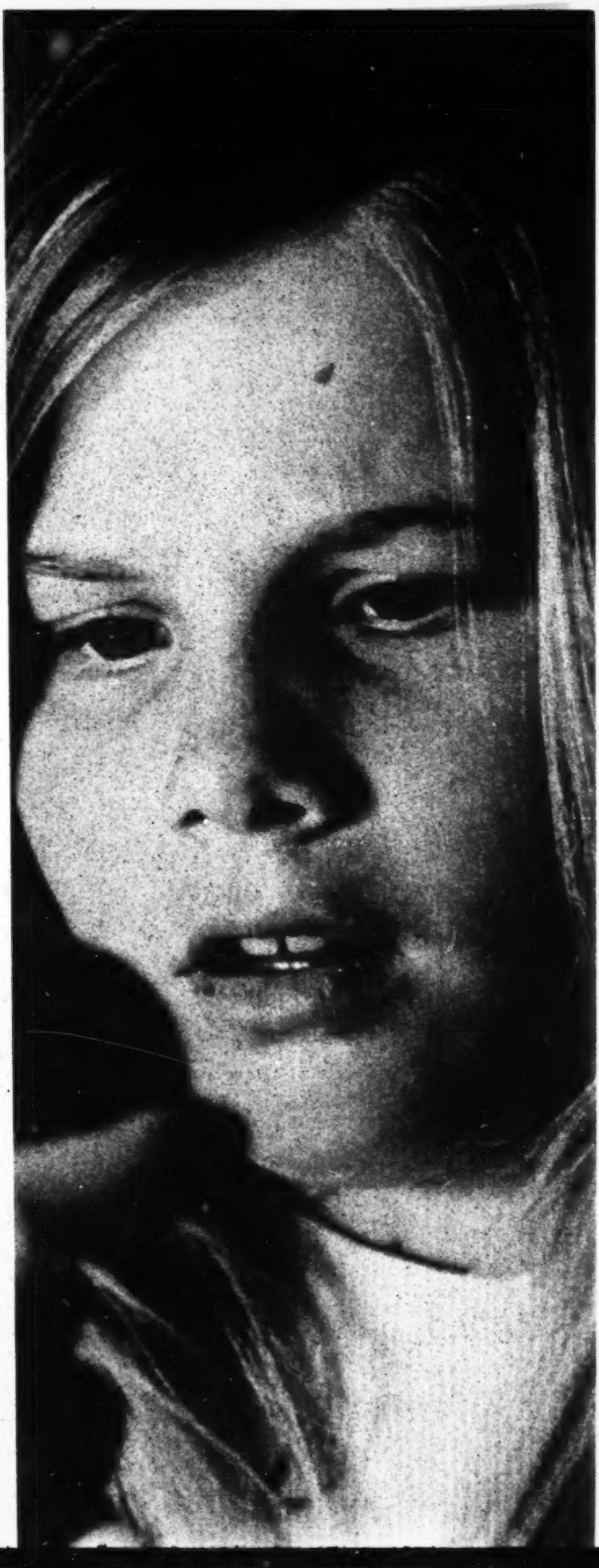
Commentary

The questions posed by critics of social studies education are many and difficult. Are school programs addressing the problems extant in our society such as urbanization, race relations, and war? Do the social studies make sense to the learner? Is it sufficient to say that each generation has had its radicals and that most young people are O.K.? Is it possible that schools have failed society as well as the individual?

Thoughtful educators recognize that they must do more than shuffle courses, substitute new course content, or make textbook adoptions. Reform must be adaptive to the changing characteristics of young people as well as to the emerging issues in a modern society. To do otherwise may well lead to the destruction of our social order and the alienation of our youth.

Prospects

The fate of the social studies is uncertain. Support and opposition no longer seem to follow traditional party lines. However, it does seem clear that the social studies curriculum, as educators have known it, may be struggling for its very survival. Many feel it is none too soon.



a hypothetical case, could it really happen?

It was the best of times
it was the worst of times
it was the age of wisdom
it was the age of foolishness
it was the epoch of belief
it was the epoch of incredulity
it was the season of light
it was the season of darkness
it was the spring of hope
it was the winter of despair
we had everything before us
we had nothing before us
we were all going direct to heaven
we were all going direct the other way
in short, it was the world we live in*

This document is predicated on two assumptions. First, the entire social studies program should be committed to the rational process, i.e., knowledge, evidence, and reason. Second, the program rests upon a strong belief in the dignity of man, i.e., the inherent worth of the individual. These two values constitute the philosophical foundation for this document and are the proposed norms for individual behavior and public policy.

Three elements form the curriculum components of these guidelines. Each has a direct relationship to our definition of the school's role. These components should be viewed as strategies that enable the individual to become an active participant in the process of social change. Knowledge, thinking, and social action provide the frame for our triad. The purpose of these guidelines is to make these concepts operational.

knowledge

The most traditional of these components is knowledge. From their inception schools have been viewed as transmitters of knowledge. Yet, in spite of this historic relationship it would be difficult to claim that the school has handled this task thoroughly or comprehensively.

Standards of currency and validity have not always been applied to knowledge the school has presented. Neither can the school assert that its knowledge has been consistently representative and relevant.

Knowledge that has given rise to controversy has been frequently deleted and ignored. In addition to such limits, the knowledge of the school has overemphasized the bias of the white middle class thus contributing to minority group frustration and hostility.

The knowledge component proposed in this program serves three functions: First, it provides historical perspective. This sense of the past acts as a buffer against detachment, alienation, and presentism—living just for today. It allows the individual to establish significant relationships between the present and the past and the present and the future.

Second, knowledge allows the individual to perceive patterns and systems in his environment. It is this ordering function that allows the universe, even with its increasing complexity, to be intellectually manageable. Recently developed social studies programs utilizing fundamental generalizations from the social sciences represent a current effort to implement this ordering function of knowledge.

Third, and especially significant for these guidelines, is the function of knowledge as the foundation for social action. In the school setting, social action without knowledge cannot be tolerated.

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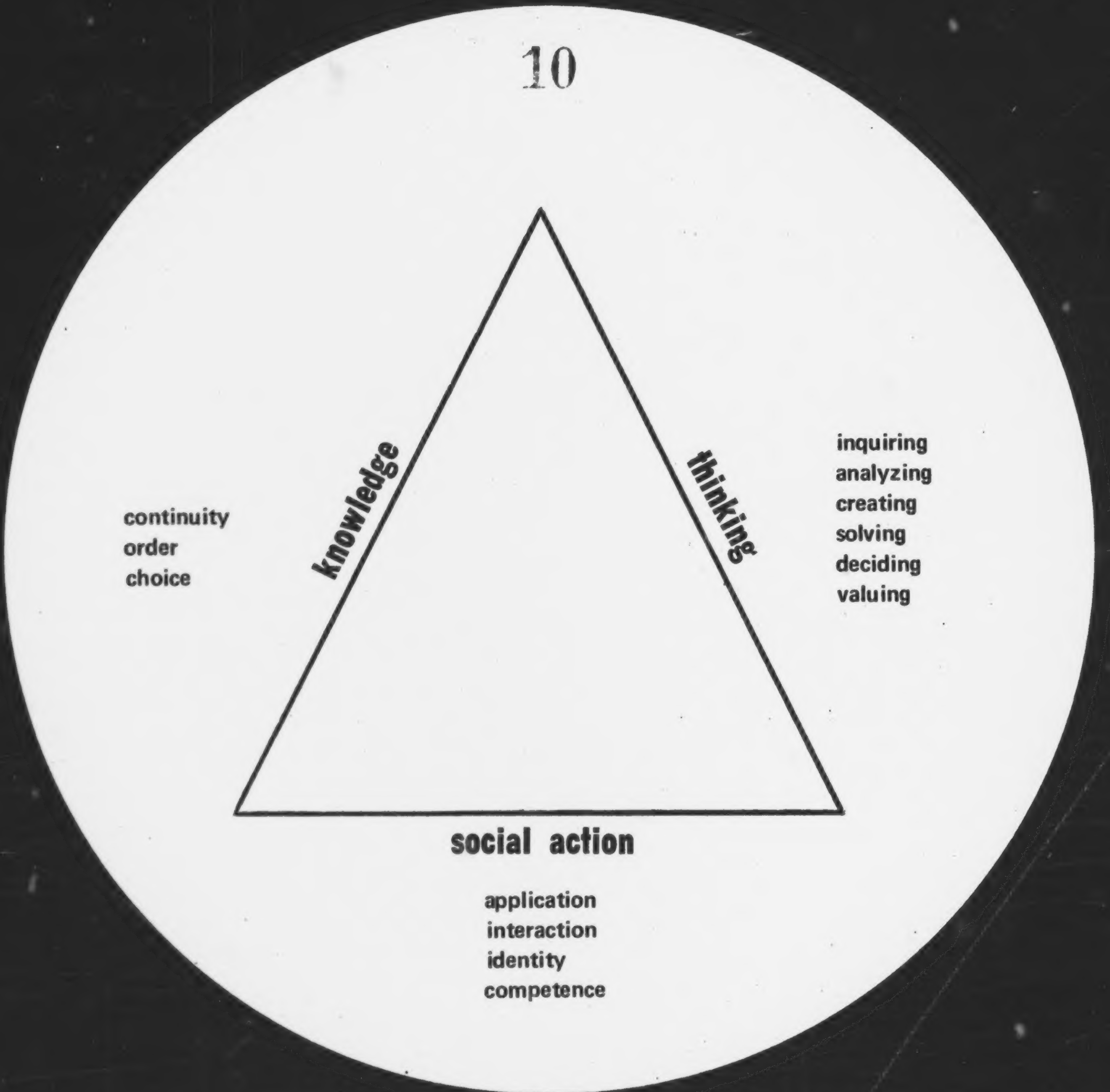
*The opening lines of "The Tale of Two Cities," by Charles Dickens.


knowledge
continuity
order
choice
thinking
inquiring
analyzing
creating
solving
deciding
valuing
social action
application
interaction
identity
competence

theoretical basis for social studies programs
the three components and their functions

thinking

The second component is thinking. Unlike knowledge, thinking has received the formal attention of the school's curriculum only somewhat recently. It was in 1961 that the Educational Policies Commission of the National Education Association stated that: "The *central* purpose of American education is the development of the ability to think."

Operationally, the school has probably been less effective with thinking than with the knowledge dimension. Thinking competencies have not been systematically emphasized in most curricula. Lower level thinking operations (memory, comprehension) have characterized teachers' questions and textbook materials. Adequate attention has not been given to critical thinking, divergent thinking or decision-making.

Recently, inquiry-oriented approaches have received considerable emphasis in educational literature. However, widespread practice and support are not evident.

Thinking skills are not developed as a result of accumulating knowledge. Rather, they are crucial curricular components that must be systematically planned and executed by curriculum workers and teachers.

Thinking competencies serve several functions. They enable the individual to:

. . . ask significant questions
. . . analyze conflicts
. . . solve problems in creative ways
. . . make decisions
. . . form and clarify values

Most important, for the purposes of these guidelines, thinking competencies represent a vital link between knowledge and our third component, social action.

social action

Social action, as used in these guidelines, refers to individual behavior or involvement that is rationally determined for the purpose of resolving a problem that confronts society. It demands that the school find ways to involve the learner directly with community problems and social issues; vicarious learning, though desirable, is not enough.

The strategies of the school have not demonstrated direct participation of the learner in the resolution of social problems. The potential of knowledge and thinking skills has not been realized because educators have confined their thinking to what has been termed two-by-four education —the two covers of the textbook and the four walls of the classroom. Such attempts on the part of the school have been limited to student government days or field trips to the local courthouse.

Too often, the learner has been treated as a passive target for inculcative strategies. This document takes the position that social action should represent the logical outcome of knowledge and rational thinking operations.

Social action functions in three ways:

It permits application of knowledge and thinking in the social arena

It provides an avenue for interaction and identification with society and results in a more relevant social studies program

It builds an awareness of personal competency—the awareness that one can make a contribution—an ingredient essential for a positive self-concept

In summary, social action builds in the individual competencies for confronting social change.

It is the objective of these guidelines to develop young adults who at the completion of their high school programs could say: "I know what's going on, I'm part of it—and I want to do something about it."

These would be young people who can determine their behavior on the basis of rational processes and who act in ways that will assist in the resolution of societal conflict. To effect this objective schools must insure interaction between the learner and the real world.

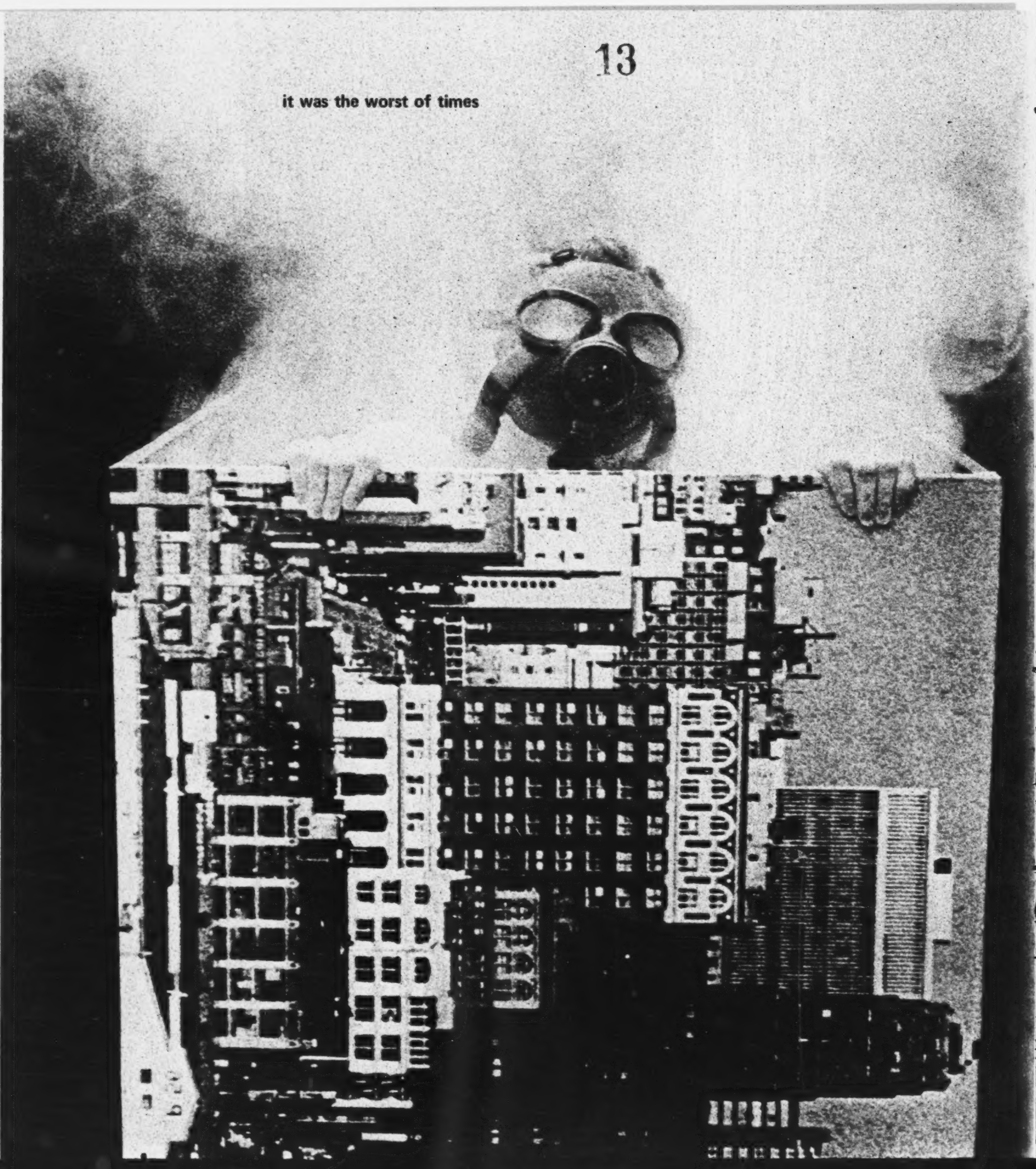
It is important that the three components be viewed as *equally* important elements in this program; ignoring any one of them would defeat the program's purposes. The relationship between the three components is dynamic, not static. These components interact and feed on each other.

Knowledge is the base on which thinking and social action rest.

Thinking Operations, in company with knowledge, result in social action and further knowledge. Social action must not be viewed as the goal of this curriculum. This application serves as a base for further thinking operations and new knowledge.

This triad is to be perceived as a tight and inextricable combination of three components that are dynamic in their relationship with one another.

It was the best of times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it was the worst of times

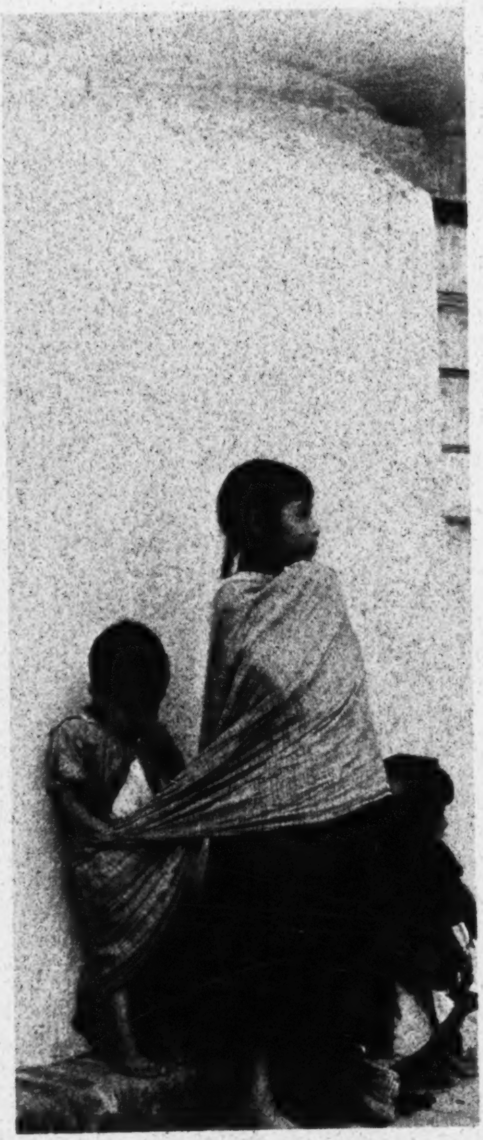
how to use the guidelines

First, the guidelines presented are ideal statements. As ideals, their total realization is probably not possible. However, they are intended as directions for social studies revision. To develop these directions beyond the scope of this document, several references selected largely from educational writers are appended to each guideline. In these the thoughtful reader will find many useful suggestions and additional sources, many beyond the field of education.

Second, the guidelines provide a rationale for action. The demands of students and the issues facing society cannot wait while school committees spend three, four, or five years developing a totally new program. Urgency dictates that the attack on the social studies curriculum begin immediately. Committees might assign priority to two or three of these guidelines, selecting and ranking those having the greatest importance in the local school situation. Curriculum workers could then address themselves to these on a priority basis.

Third, readers must be aware that the guidelines are rooted in a critical view of existing programs. Clearly, all of these criticisms may not be valid in a given situation. Curriculum workers must maintain a mental openness in the application of this document. Defensiveness will not result in fruitful self-evaluation.

Finally, the questions provided at the end of each guideline statement are not intended to be evaluative in the sense of measuring the quality of the existing program. Instead, they should serve several somewhat different purposes. First, the questions should further clarify the meaning of the guideline. Second, the questions can provide a direction for needed research. Third, the questions should stimulate and provoke reflective thinking and discussion by the professional staff as they take a long, hard look at purposes and practices of the existing social studies program. Certainly this last process will generate more questions as well as new ideas and that is perhaps one of the greatest benefits to be derived from these guidelines.



the role of the social studies committee

In attacking program reform, social studies committees assume a crucial role—one that determines the school's effectiveness. It is sincerely hoped that this document will prove to be a valuable tool in resolving curricular problems.

In summary, the following steps are suggested:

☐ 1. The committee familiarizes itself with the total document.
☐ 2. The committee answers the questions posed and considers the illustrations given.
☐ 3. The committee develops other questions pertinent to its own programs.
☐ 4. The committee establishes a priority listing of guidelines.
☐ 5. The committee develops a year-by-year plan of attacking the guidelines.
☐ 6. The committee gives immediate attention to two or three guidelines with top priority.

guidelines

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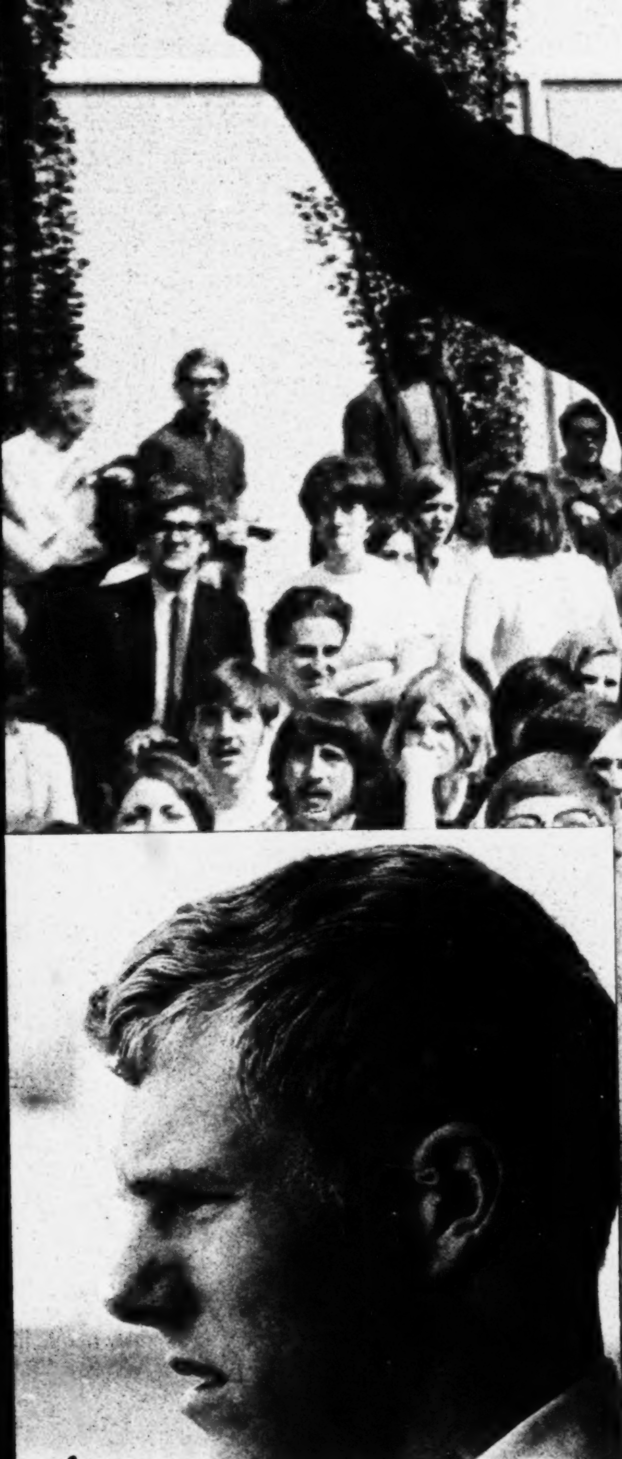
STEHEKIN SCHOOL



number
one

develop the ability to make a critical analysis of enduring social issues through the application of the knowledge and methodology of the social sciences in an interdisciplinary manner.

Guidelines 1-4 define the *purposes* of the social studies program. They provide a more specific direction to the central theme expressed in the statement of commitment, reflect concern for the development of a knowledgeable and competent citizen, and attempt to elaborate on individual fulfillment and self-esteem.

The primary purpose of the social studies is not to train students as specialists in any or all of the academic disciplines.

Little can be said in defense of a social studies program that fails to develop an understanding and a sense of involvement in fundamental social problems.

Too often, classes devote excessive time and effort to the study of topics perceived by the students as unrelated to their lives or to the contemporary world. The need of pupils for knowledge and understanding of their social environment is immediate; their confrontation with problems, dilemmas, and issues begins in early childhood.

But frequently these highly significant questions are regarded as incidental to the existing curriculum, perhaps surfacing only occasionally under the guise of "current events."

aimed at idealized

Instead, the social studies program typically offers a curriculum that is oriented toward citizenship for an idealized society that never was and never will be, or toward specialized knowledge of a particular discipline that may bear little demonstrable relationship to the modern world. Neither of these alternatives is satisfactory; if social studies cannot rationalize current social phenomena, then it is properly described as irrelevant and unnecessary.

Broadly-based social issues suggest interdisciplinary study and remedies, but subject-matter specialists, especially at the secondary level, sometimes resist drawing upon resources from throughout the social sciences. However, because social problems do not respect academic boundaries, each must be approached on its own terms, i.e., in an interdisciplinary manner.

Nonetheless, each social science can make marked contributions toward clarifying the basic issues that continue to afflict society; they can also suggest alternatives as well as predicting some of the consequences associated with each choice.

While it is unlikely that a solution to a particular problem would be devised in the classroom, organizing problems, selecting pertinent information, proposing carefully considered solutions, and acting on these solutions wherever possible will clarify the contemporary world, increase decision-making competency, and contribute to a feeling of personal achievement.

consider these questions

1. What evidence is there that high school students understand the diverse and long-standing origins of the social conflicts found in modern societies? To what extent do the social studies teachers agree on the purposes of the K-12 social studies program? How well do teachers understand the relationship of what they are doing to that program? Do the goals of the program guide the instructional process or is each teacher pursuing his own goals that may well be unrelated to the rest of the program? Can elementary students identify the basic issues of their society? How frequently do they relate specific problems and events to these fundamental issues?

2. Do social studies teachers at all levels stress problem-solving and decision-making in problematic situations? How often do they provide extensive opportunities for students to state and support their views? What controversial issues are an integral part of the program?

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number two

develop the academic and social skills necessary for the development of a positive self-concept, the fulfillment of civic responsibility, and the growth of social identity.

Skills instruction should not be limited to such competencies as graph reading, time lines, outlining, reporting, and similar work study skills.

The most important skill to be developed by the public schools is the ability to think. The Educational Policies Commission of the National Education Association and the American Association of School Administrators recently stated:

"The purpose which runs through and strengthens all other educational purposes—the common thread of education—is the development of the ability to think."

Thinking skills are especially significant in societies characterized by change and democratic processes. Within the social studies program, major attention must be given to problem-solving, critical thinking, and decision-making.

Problem-solving is the formal process of resolving conflicts. Critical thinking is chiefly concerned with the evaluation of data and ideas in an objective manner, while decision-making necessitates making choices. Solution, criticism, and choice are of paramount importance in resolving social issues.

A second aspect of skill development concerns the competencies associated with social behavior. Effective interpersonal relations suggest a sensitivity to others' needs and interests, adequately developed communication skills, and the ability to manage authority.

face-to-face

Classroom practices should give students abundant opportunities to work out social relationships at the face-to-face level. Students should have experience in dealing with the highly charged emotional conflicts of the social arena as well as with the calm, rational inquiry of the classroom. They may undergo the demands placed on them as both leaders and followers, making contributions in both roles. When they hold minority views, students can learn to function as thoughtful critics, seeking to bring about needed reform through legitimate processes. An aloofness from obligation to other individuals or the chaos created by anarchy are rarely acceptable.

Work study skills, given considerable attention at the elementary level, include abilities to locate and compile information, to present and interpret data, and to assess the validity of source material. The social studies should assume special responsibility for instruction in reading materials directly related to the social studies, using maps and globes, and developing a sense of temporal and spatial relationships.

However, higher levels of proficiency in the work study skills, as well as social and thinking skills, cannot be attained unless they are incorporated in the curriculum of all grades, K-12. If provision is not made in the secondary school for the sequential development of these competencies, growth will be arrested at a fairly low level and the student will be unable to employ the more powerful extension of these abilities.

Skills serve as the essential bond between knowledge and action.

consider these questions

1. Are the skills discussed in this guideline taught in the classroom? To what extent do teachers, especially at the secondary level, instruct in ways that will develop these skills?

2. How well can students conduct their own discussions? Are they willing and able to express themselves in groups of all sizes? How successfully can student groups cope with conflict among themselves?

3. What provisions are made in curriculum planning for developing skills in a sequential way? Are evaluation instruments used to diagnose possible causes of deficiencies and to prescribe subsequent instruction?

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number three

develop responsible divergent thinking.

The purposes and practices of social studies education should not deter originality, either explicitly or implicitly.

In its legitimate efforts to socialize the behavior and values of children, the school sometimes seeks a high degree of conformity. If compliance with the conventions of society is stressed unduly, students may exhibit a hesitancy to examine controversial issues critically, to consider authoritative statements thoughtfully, and to express opinions willingly.

Instead, they are more likely to repeat or propose ideas that they believe to be widely supported. Divergent thinking, however, seeks uncommon alternatives for difficult questions, relying on flexibility, spontaneity, and originality.

To encourage divergence, a teacher should utilize the open-ended problems, i.e., those without preconceived solutions, that constitute the focus of this document.

The classroom climate should be success-oriented, supportive of students' attempts to cope with difficult and sometimes frustrating situations. Seemingly irrelevant questions or comments from students should not be dismissed until their meaning and implications have been explored.

creativity demanding

But divergency is not to be confused with irresponsible deviancy, i.e., "just being different for its own sake." Divergent thinking and creativity are highly demanding: 1) they necessitate extensive knowledge, ideational fluency, and the ability to formulate and restructure questions; 2) they demand the courage to risk uncertainty and error and to express minority points of view.

The crucial issues for any society are the degree of uniqueness needed for progress and the amount of conformity required for stability. Every person has creative potential which, if exercised, can contribute to his own sense of self-esteem as well as to the welfare of others; engaging this potential constructively in the resolution of social issues in the task of social studies education.

John Stuart Mill wrote, "Eccentricity has generally been proportional to the amount of genius, mental vigor, and moral courage contained in a society. That so few dare to be eccentric marks the chief danger of the time."

consider these questions

1. How adequately are student originality, uniqueness, and creativity rewarded by social studies teachers? Are students who are responsibly individualistic given high grades, encouragement, and praise? How well do teachers respect and support the need for divergence?
2. Do students recognize the individual's right to dissent? Do they also recognize the dissenter's responsibility to defend his position rationally?
3. How well do textbooks lend themselves to fostering creativity for both students and teachers? Do curriculum materials emphasize conformity? Does the school's implicit philosophy inhibit originality and risk taking?

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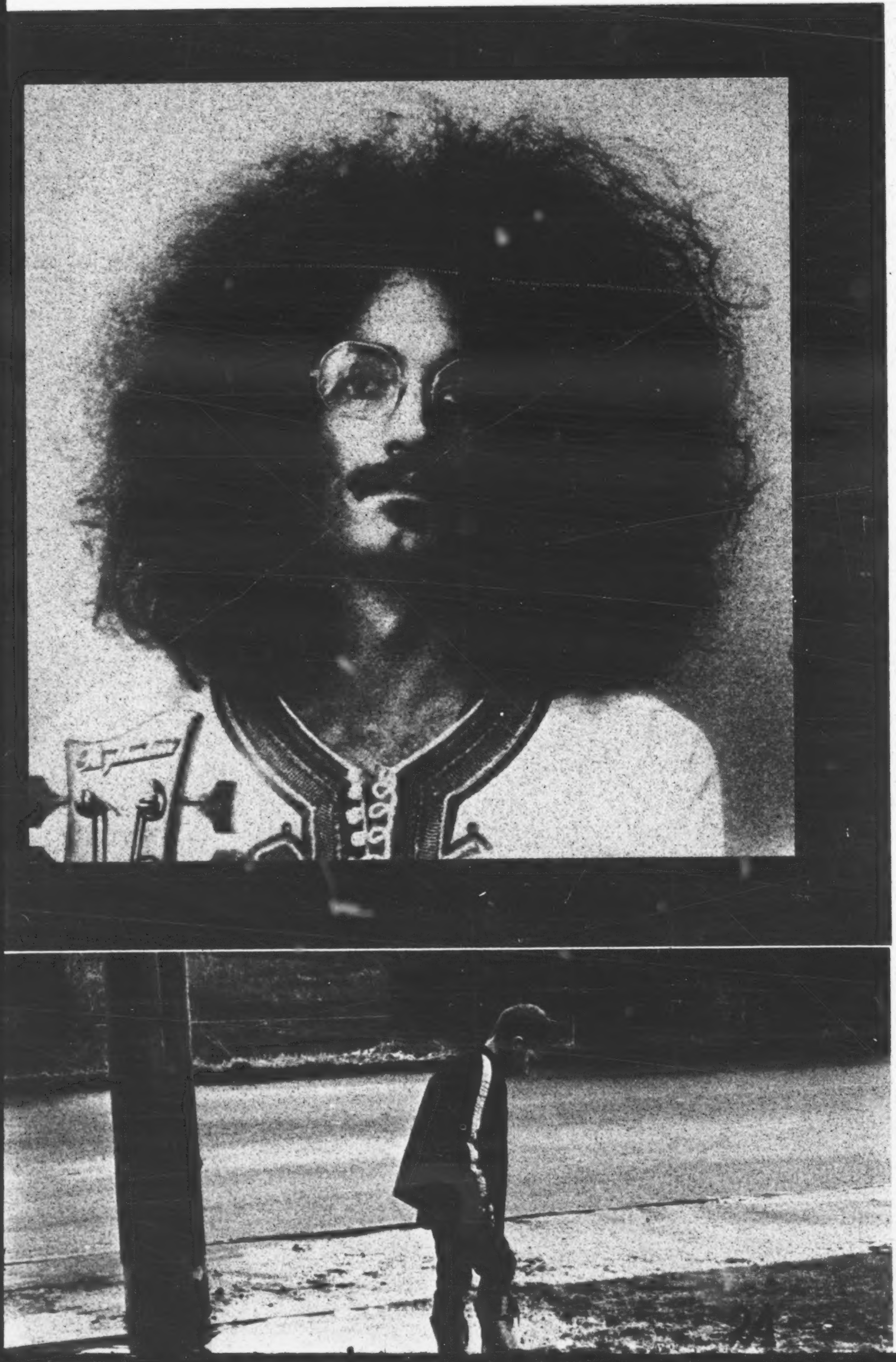

number four

enable the individual to develop his own values rationally and to accept his accountability for the consequences.

The goals of social studies education should not be an irrational allegiance or an irresponsible nihilism.

By their very nature the social studies confront complex questions that are rooted in conflicting attitudes and beliefs. These value orientations are the foundations of social institutions and behavior. Therefore, it is neither desirable nor really possible for social studies teachers to attempt to establish a "value-free" situation* in the classroom; teacher behavior, subject matter, and instructional materials all are the products of judgment.

free atmosphere

The real question is the approach to be taken. Any study of values, alien or indigenous, should be conducted in a free and open atmosphere. Students should become experienced in discerning between fact and opinion, objectivity and bias.

When values have been identified by students and/or teachers, the supporting arguments should be validated and their consequences specified and evaluated. This analytical approach, or valuing process, will often produce extensive empirical support for many basic values held in a society; values without a rational basis should be scrutinized very closely and may be rejected if such support cannot be provided.

A more perplexing aspect of valuing concerns the role of the school as an agent for inculcating in the young widely held societal norms, standards of behavior, and ideological preferences. This issue itself is beclouded with conflicting attitudes held by various groups.

school is only one

Cultural pluralism in America effectively and properly hinders the school from seeking or producing unanimity among its students about values. Rather, the school is only one force among many influencing the young.

However, what the school can contribute is impressive: 1) it can provide opportunities for the free examination of the issues, 2) it can provide experience in making rational judgments, 3) it can develop the value human dignity by respecting the rights of individuals, and 4) it can develop an individual's feeling of competence to cope with ambiguous questions.

Limiting the schools' role to indoctrination will be ineffectual and incompatible with the principles of a society created by men who were dedicated to a rational basis for human dignity and social order. Our social system can and must continue to withstand the test of reason.

consider these questions

1. To what extent do teachers seek to clarify the values of their students? Do teachers tend to moralize or exhort others to follow a particular commitment? Are appeals to conscience or conventional wisdom employed to influence behavior?
2. How carefully do students examine what they believe? Do they restructure their values when confronted with persuasive evidence? Are they willing to sustain their commitments with any empirical data?
3. Do students and teachers engage in activities that indicate their values are more than words? Are students directly involved in those social actions for which they profess support? Do teachers demonstrate active political and social involvement?

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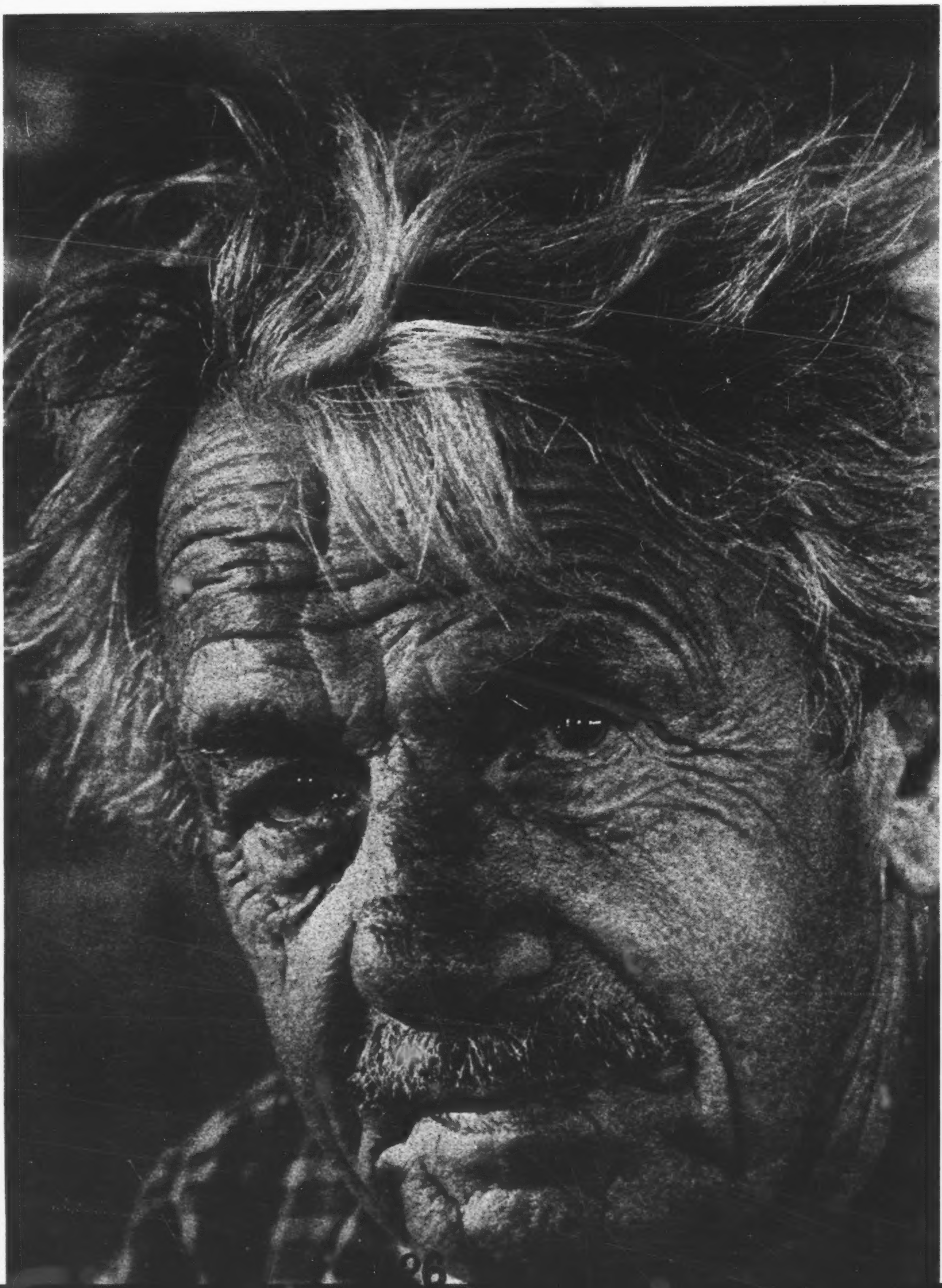
*This is not to be confused with objectivity, which may be desirable. However, objectivity itself should be recognized as a value.



it was the age of wisdom

number five

content based on general concepts and methods of investigation derived largely from the social sciences and should be organized around enduring and pervasive social issues.

Guidelines 5-9 establish qualitative criteria for the *content* of the social studies program. These guidelines emphasize the contributions of the social science disciplines to the understanding of social issues. Additionally, they demand that the knowledge presented be up to date, that it honestly reflect man's total experience, and that it have direct meaning for the learner.

The content should not be restricted to a recounting of man's past, a description of social phenomena, or responses to ephemeral concerns of the community.

Much time in the classroom can be devoted to "telling what happened." But history is not a chronicle of past occurrences and merely ordering events will not lead to the understanding necessary for interpretation.

Virtually no attention has been given, until recently, to the ways in which a historian works and yet history is as much process as it is subject matter. Similarly, culture studies in the elementary schools have sometimes been limited to describing unique customs and practices without relating this information explicitly to anthropological and sociological skills such as observation and classification.

revolution to neighborhood

It is not sufficient to assume that these abilities are learned coincidentally with descriptive content. Too little effort may also be devoted to establishing concepts that would permit the handling of vast amounts of data; examples would include revolution, frontier, and neighborhood. But these ideas will not be productive if they are not organized into a sequence, e.g., trade is caused by specialization; specialization is occasioned by scarcity; scarcity requires economic systems.

conceptual vs. content

A curriculum using a systematic conceptual pattern is more efficient and powerful than one using a "cover the content" approach.

Employing the social science disciplines as the sources of content for social studies curriculums does allow the utilization of man's most powerful knowledge and strategies for inquiry into social problems. However, it is clearly inadequate just to simplify the concepts and techniques of the social sciences for elementary and secondary levels.

Instead, social issues that involve more than one discipline are more suitable for public school purposes. If the issue to be studied is that technology has brought both benefits and problems to modern society, then information and inquiry techniques should be selected from the disciplines of history, economics, and sociology, all of which deal in some significant way with differing aspects of technology.

To understand the meaning and implications of technology, it is necessary to view it as a phenomenon embedded in complex social conditions.

distorted perspectives?

If the problem under consideration is race relations, then it is apparent that many social sciences may be pertinent and that distorted perspectives may result from "purely economic," "strictly sociological," or "solely historical" approaches. This document takes the position that issues such as economic justice, peace, social order, environmental harmony, and human rights are the appropriate social studies curriculum content for grades K-12 and that these issues are best studied in an interdisciplinary manner.

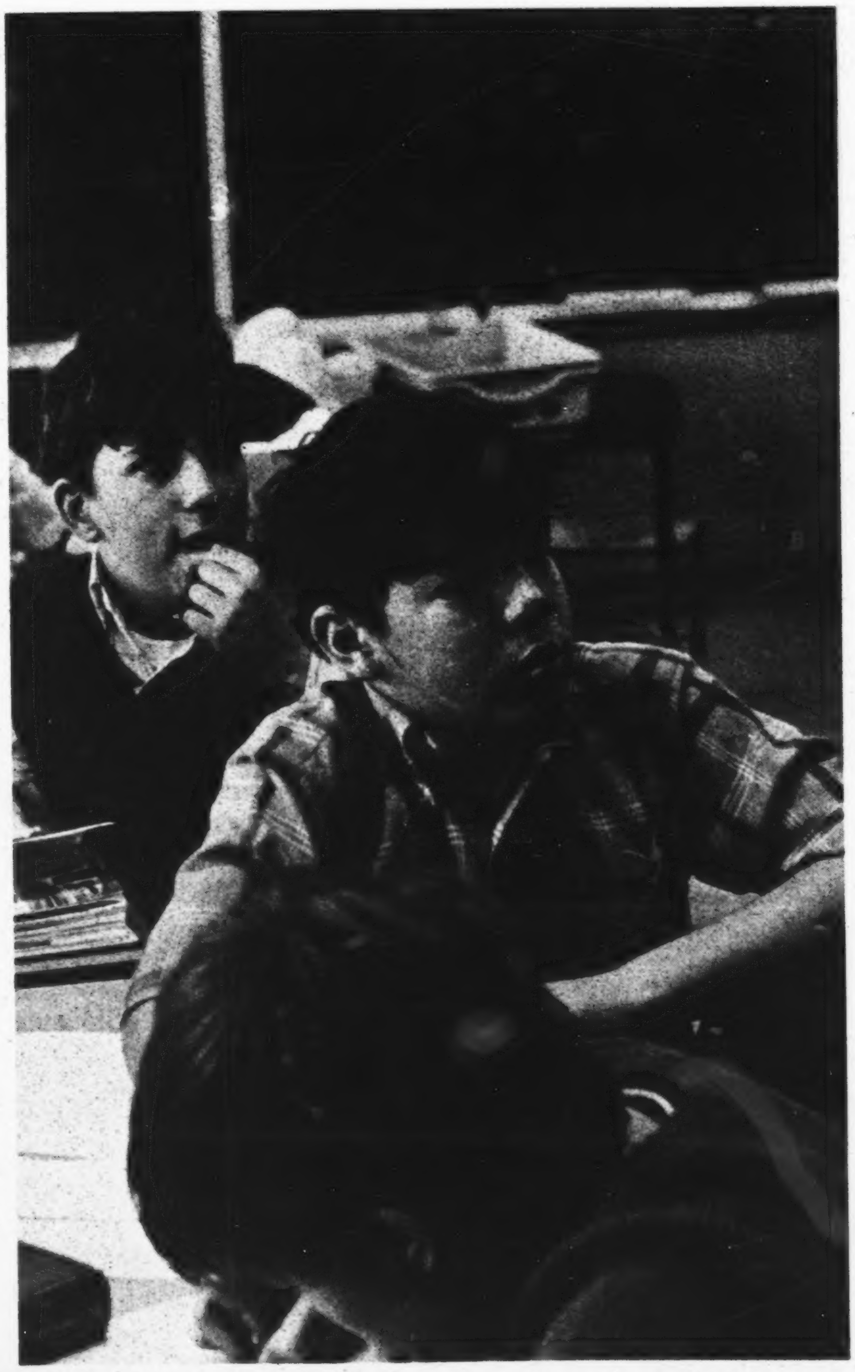
unique role

The primary purpose of a social studies program is not to advance the frontiers of knowledge nor to produce social scientists, but rather it is to engage students in analyzing and resolving the social issues confronting them by drawing on the content and techniques of the social science disciplines as well as the humanities and the sciences whenever and wherever appropriate.

This should be the unique role of the social studies in the public schools.

consider these questions

1. To what extent are the appropriate concepts, generalizations, and main ideas necessary for understanding modern society being identified and allocated to grade levels? Are teaching practices placing too much emphasis on accumulating information and too



little on the key ideas that permeate some portion of knowledge?

2. How extensively do students use the various ways of seeking knowledge? Do they collect and interpret geographical or sociological data? Do teachers instruct in ways and indicate they value "learning to learn"?
3. Is there any significant effort to plan the sequential development of major concepts? To what degree is there continuity from one grade level to the next insofar as concepts and generalizations are concerned?

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number six

content representative of man's experience, cultures, activities, and beliefs.

The content should not omit careful study of non-Western cultures, religious or ethnic minority groups, or values alien to Western civilization.

To gain an adequate understanding of his social world, a child must become aware of the great variations among the peoples of the world, within the American nation, and in his own community.

But classroom experiences can create a misleading impression of cultural uniformity; students can come to view the world with knowledge derived almost entirely from Western and middle-class traditions.

two-thirds non-white

Yet two of three people in today's world are non-white, and significant percentages of the populations of the United States and its communities are of neither European nor Christian origin.

Some history programs may lead one to believe that the cradle of civilization has been largely confined to the Mediterranean region, overlooking archaeological and anthropological evidence that suggests man first lived in Africa and developed his most enduring cultures in Asia.

In the primary grades, family and community studies may unwittingly promote normative behavior that is characteristic only of white middle-class society. While diverse value systems are acknowledged in religions, the mores, roles, and expectations of cultural groups other than the student's should also be identified and their implications and merits made explicit.

concealing diversity

To attempt to understand a non-Western or non-white culture without the perspective of its own set of values is to do an injustice to that group. Social studies programs can inadvertently conceal the almost incredible pluralism and diversity of man's social world and instead may continue to reinforce cultural bias and ethnocentricity.

Selecting the main ideas, topics, and problems that are truly representative of man's achievements is a most difficult task. Nevertheless, instructional decisions to include or exclude a topic, a concept, a main idea, or a fact must account for its contribution to a balanced understanding of man's social life.

A defensible program facilitates the understandings that the student's culture is one culture among many, that his value system is not shared by a majority of the world's people, and that his heritage is extremely diverse in its origins.

Parochialism should not be found at any grade level; omission of data and deletion of generalizations are justifiable only on grounds of irrelevancy, and not according to bias and prejudice.

consider these questions

1. How adequately are minority groups represented in social studies textbooks? Is the classroom time devoted to the American Negro comparable to the time spent on studying the American Indian? Do the history textbooks tend to promote the outmoded "melting pot" concept of American culture?
2. What evidence can be cited to counteract the charge of white American middle-class values as dominant in social studies textbooks and teachers? Is the image of the local community and its members as presented in the classroom accurate, real, and comprehensive?
3. To what extent are teachers knowledgeable about non-Western cultures? Is the instruction about other religions and cultures as well informed as the instruction on American traditions? Do teachers manifest an awareness of the possibility of their own cultural bias?

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number seven

content consistent with the current knowledge, theories, and interpretations commonly accepted by the appropriate social science disciplines.

The content should not include facts, generalizations, and conclusions that are unacceptable to scholars.

Political scientists concur that an individual can exercise his political power most effectively through an interest group, yet many schools insist on stressing the efficacy of individual political action. Political decisions are products of compromise, conflict, and dissent, whereas civics programs may stress harmony, unity, and consensus.

Sociologists maintain that personal values are derived largely from the norms held by membership groups and that behavior will be greatly influenced by the expectations of peers. But commitment to a personal ethic and conscience frequently dominates classroom discussions and judgments of behavior to the exclusion of social norms and mores.

Economists know that injecting money into an underdeveloped economy is unlikely to change significantly the standard of living of the local populace; this commonly suggested remedy, however, is not always examined critically in the social studies classroom.

Urban specialists agree that cultural assimilation and population dispersal, oft-cited solutions to minority and urban problems, may not withstand the test of immediate feasibility and often question their propriety.

gap between known, taught

Assigning responsibility for social studies instruction to teachers who have had specialized training in the social sciences is one effective means of preventing erroneous instruction. The incongruities between academically sound findings and public school teachings cannot be allowed in social studies programs for the 1970's.

The knowledge explosion originating from intensive research creates a gap between what is known and what is taught, making it exceedingly difficult to maintain an updated program. However, any hesitancy of the schools to incorporate and modify their programs in order to maintain scholarly integrity is indefensible; every effort must be made to insure the accuracy of the information utilized in classrooms.

A review by subject-matter scholars of the materials and examinations utilized in a school district may reveal weaknesses. But deficiencies may not be confined to content-laden courses, for the skills and attitude domains are also prone to perpetuation of obsolete competencies and opinions, e.g., rote memory, innate racial inferiority.

In this dynamic society, teachers and students alike will find it increasingly more urgent to ascertain the validity of their information.

consider these questions

1. What efforts are made to insure the accuracy of information presented to students? Have textbooks been carefully evaluated for up-to-date scholarship? Can the interpretations offered by teachers be substantiated?
2. How extensive are the social science references available to teachers? Are the present resources current and are they used? Does the professional staff read the publications that will facilitate "keeping up"?
3. Are the instructional supervisors especially knowledgeable about the subject for which they are responsible? Are teachers who are specialists on a particular topic used as resources for other teachers?

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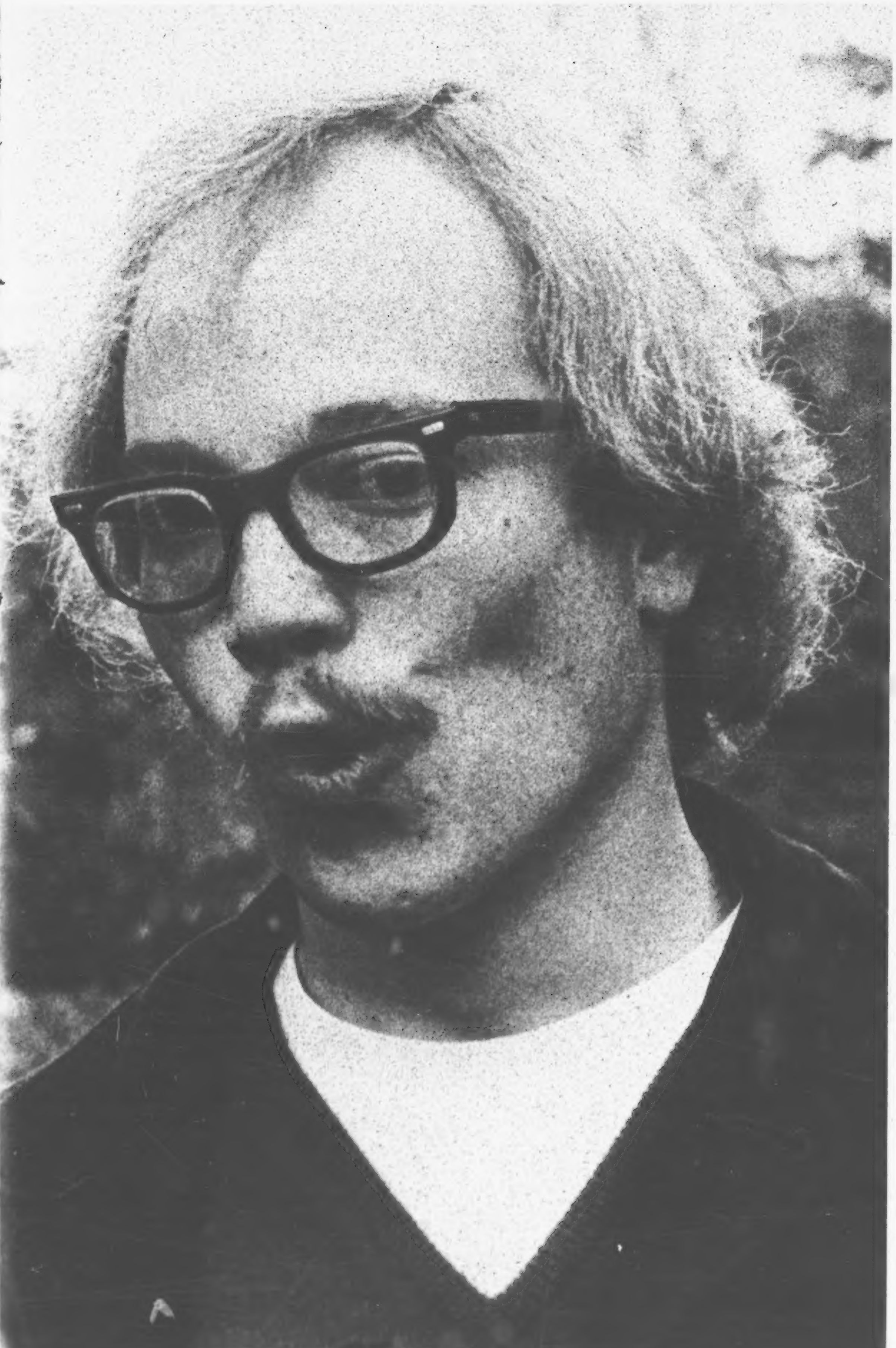

number eight

curriculum should have a direct relationship to the immediate concerns of the students.

The content should not be chosen solely on a basis of tradition or widespread practice.

Students of all ages confront situations demanding knowledge and social skills almost every day. Some young children may ask why their mothers work while others do not. Adolescents often find they must choose between status with their peers and showing respect for authority.

While some older youths willingly complete their military obligations, others challenge the institutions of American society. Technological and social conditions seem to have ameliorated the concept of the family and the school as the sole agencies preparing the child for life.

kids no longer observe

Mass media, urbanization, and social conflict have placed the child, willingly or not, in the role of an active participant rather than a passive observer. He is continually called on to organize the vast quantities of social phenomena he observes. He is frequently required to apply this social knowledge, perhaps as a citizen of the school community, a consumer of goods and services, or simply as a member of a "bull session" on the merits of civil disobedience.

These situations are directly comparable to the problems confronted by adults with one important exception: the student has much less experience and knowledge on which to draw. The school can provide this experience and at the same time minimize the consequences of improper choices, e.g., through role playing, simulations, and mock sessions.

By attempting to meet the essential and immediate needs of students dealing with society, the social studies program will not only be more meaningful to the student, but will also be more relevant to the needs of society.

feed curiosity

The need to know and understand may not stem only from the necessity for coping with social issues. It may also originate in a basic curiosity, a desire to comprehend, and a quest for order and meaning in the universe. Therein lies the fundamental strength of the discovery and inquiry methods.

If the social studies program addresses itself to the social concerns of the students and avails itself of the inherent need for individual meaning, then it can deny the charge made by some that the social studies are irrelevant to the lives of the pupils.

consider these questions

1. To what extent have the students played a role in establishing the curriculum? What efforts have been made to determine the relevancy of the existing program to the social world of the students? How are the opinions of the community considered in making curriculum decisions?
2. Are the competencies sought in the program the ones that will best enable the student to live with and in society? How satisfactory can course content be justified in terms of the society in which the student will find himself? Are both subject matter and classroom activities determined largely by established practice and custom?
3. Do students believe that the content of their social studies program has importance for their lives in the present and future?

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number nine

classroom and the learning experience sequence should be planned and modified with regard for the impact on the total K-12 program.

Curriculum patterns should not permit unnecessary duplication of subject matter or the omission of experiences necessary for subsequent learnings.

Changes at one grade level will have effects at other grade levels, e.g., money expended for instructional improvement at the high school level is money not available for supplementary materials in the elementary schools.

In a similar fashion, limited early experiences with cultural and ethnic diversity will hamper subsequent attempts to deal with prejudice. Included in most course outlines are objectives to develop thinking skills, but the sequential activities that will systematically develop them usually are not clearly described. Goals directed toward students' understanding of the rational process and human dignity are rarely reflected in a sequential program of experiences for that specific purpose.

continuity missing

Even in a matter apparently as simple as organizing the topics and courses for study, not enough thought is given to the rationale for that particular sequence. While the rigid expanding environment approach of the elementary grades, a common framework for social studies, has been subjected to some criticism, the secondary program has provided even less theoretical basis for its course organization.

What is missing in too many cases is any sense of continuity, whether it be in conceptual development, value modifications, or subject-matter sequence.

Ideally, a curriculum plan should define the objectives of the program, and then select the learning experiences, the subject matter, and the teaching strategies that will aid the student in reaching the goals set for him.

This is no mean task, but its completion is necessary for effective learning. One might begin by choosing only a single grade and, after selecting only a small number of cognitive objectives desired, plan the appropriate subjects, experiences, and teaching strategies to attain those objectives.

The question to be answered is: "How can we best do what we want to do?" This process could be repeated with other segments of the curriculum; perhaps certain skills and attitudes could serve as foci for planning as well as knowledge.

The point is that significant changes in students can be achieved only through planned accumulation and reinforcement.

consider these questions

1. On what basis can the course sequence for grades K-12 be justified? Why are certain courses antecedent to others? Do subsequent courses build on what has been learned previously?
2. To what extent do teachers from all grade levels meet and communicate with each other? Is there consensus among them about the purposes of the social studies program? Do elementary and secondary teachers demonstrate substantial understanding and agreement with each other's purposes and practices?
3. Are the existing scope and sequence documents satisfactory? How well do existing courses of study relate to one another?

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it was the epoch of belief

it was the epoch of incredulity

it was the season of light

it was the season of darkness

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number ten

establish learning objectives that describe desired student competencies in specific terms.

Guidelines 10-15 define the characteristics of *instructional strategies* required to realize the potential of this program. They stress the need for clearly defined learning objectives, emphasize strategies that will involve the learner and result in responsible social action, and point out the need for individualizing methods, expectations, and the use of media.

Instructors should neither state or pursue objectives that are vague, ambiguous, or unattainable.

Terms commonly found in social studies objectives are "understand," "know," and "appreciate"; all of these can and will be interpreted in a variety of ways. Therefore, they are not especially useful in describing specific goals for instruction, for without clarity there is: 1) no way of determining the degree of success of the program, 2) no way of identifying needed improvements, and 3) no way of knowing what is expected.

At the classroom level, teachers are often unwilling or unable to describe specifically what students should be able to do as a result of instruction. But they proceed to select content and teaching strategies, deprived of the necessary direction provided by specific objectives. It is difficult to understand how claims of instructional success or failure can be substantiated under these conditions.

define what's intended

Notable instances occur when claims are advanced for influencing student attitudes toward democracy, individual rights and responsibilities, or tolerance. Insufficient effort is made to define what is intended, to determine effective instructional techniques, or to discern the direction and magnitude of changes in student behavior.

Instead, refuge is often sought in platitudes. The valuing process, as well as knowledge and skills, requires descriptive clarity and deserves deliberate teaching.

If the purposes of a particular classroom activity can be stated explicitly, not only will it be possible to determine if learning has occurred but it will be easier to plan the particular experiences that will lead to the objectives. An instructional objective should name the behavior that the student will demonstrate as evidence of learning, it should describe the conditions under which he is expected to operate, and it should state the minimum level of acceptable performance.

Realistically, it is difficult to meet these criteria but the alternative is the vagueness and generality that have characterized too many instructional goals in the past.

consider these questions

1. To what degree does a discussion of the stated objectives of a particular course of study produce agreement on the meaning of those objectives? Do the words used tend to be confusing or ambiguous? How successfully do the objectives direct the instructional program?
2. Can the existing objectives of the social studies program, either written or commonly accepted, be taught? To what extent can students attain the stated goals of the program? If a student did achieve what the objectives call for, is there any way for the teacher to know that he has learned?
3. Do the objectives include more than increasing the student's store of knowledge? How extensive and useful are the objectives concerned with values and attitudes? How much emphasis is placed on problem-solving, analysis, and evaluation?

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number eleven

engage the student directly and actively in the learning process.

Instruction should not treat learners as passive recipients of knowledge.

The vast abundance of books, periodicals, libraries, visual devices, and other data sources available to learners today is a phenomenon of relatively recent origin. Historically and traditionally learning resources have been in short supply and, for the most part, unavailable to the rank and file of learners. Even books, for example, have been mass produced at reasonable prices only in relatively modern times. Prior to inexpensive printing, these precious instruments of learning and sources of information were accessible only to scholars. They in turn shared this knowledge and wisdom with their students. It was out of this tradition that the lecture method of teaching developed.

Although the lecture method of instruction has been soundly criticized and widely condemned, it has, as do all instructional methods, both merits and limitations.

lecture overused

Undoubtedly it is overused in many classrooms, especially at the secondary level. Be that as it may, classroom lecturing by the teacher is less necessary today than it once was, simply because the learner has available to him sources of knowledge that are vastly more extensive and reliable than the knowledge possessed by his teacher.

The pupil and student today do not have to rely on the relatively inefficient system of having their teachers tell them what it is they need to know. They can learn that for themselves.

learner must participate

On one point there is almost universal agreement among scholars, educators, educational theorists, and even serious critics of education. That point is that students need to be involved in the learning process in some active way. At any level of education, whether it be the kindergarten or the graduate school, the learner cannot be estranged from the process if it is to be effective for him. Thus, modern programs are, without exception, calling for more active participation by the learner.

Greater emphasis needs to be placed on abilities to analyze and integrate knowledge, to make and evaluate decisions, and to devise questions and the means for answering them. This concept of teaching suggests that children throughout the social studies program should become experienced at forming and testing hypotheses, problem-solving, and intuitive thinking.

The primary child should encounter tasks that entail comparison and classification; the high school senior should be able to evaluate cultures. Proffering ready-made knowledge places students in the role of receptacles, a status not especially conducive to internal motivation and self-direction.

creative inquiry

A disciplined attack on his own ignorance should be the primary means of an individual's education. This creative inquiry is both the most potent instructional strategy and the most essential competency to be developed by the school.

True content mastery, a legitimate but not sufficient goal of education, can best be attained when an active transaction has occurred between the learner and phenomena. Thus, one not only talks about socio-economic structure, one also classifies it.

As much time is spent observing and working in slums as absorbing someone else's description. Students thus become experienced with direct involvement in the social arena as well as learning vicariously. This autonomy is essential for at least two reasons, one of which has to do with the effectiveness of learning.

But perhaps more important is the necessity to learn how to think and learn in a dynamic society that is placing a higher and higher premium on flexibility and that is less and less dependent on rigidity.

consider these questions

1. To what extent are students encouraged and trained to discover meaning in social phenomena rather than to accept the meaning provided by others? How successfully can students formulate incisive questions? Do they continually restructure data seeking new relationships and better understanding?
2. What portion of class time is devoted to student-dominated activities? Do teachers tend to perceive themselves as "knowledge givers"? Are independent study and small groups projects integral parts of the social studies program?
3. How well do teachers understand what is meant by terms such as inquiry, discovery, and induction? What evidence can be cited to indicate that these processes are already a part of the existing program? Do evaluative techniques attempt to determine student growth in these areas?

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farmer
ONE WAY

number twelve

emphasize the individualization of expectations, methods, and evaluation.

Instruction should not prescribe a single achievement standard, ignore individual capacities, or fail to recognize variations in prior student experiences.

There is no acceptable justification for adopting the same minimum level of proficiency for all students. The purpose of instruction is to facilitate intellectual and emotional growth; the purpose of student evaluation is to determine if growth, i.e., learning, has occurred. But it is unreasonable to expect the same degree of learning or competency from students who differ greatly in ability, previous experience, and motivation.

Indicating that a student is still a failure in spite of remarkable growth is as immoral as citing as superior a proficient student who gained almost nothing from instruction.

An equally questionable practice is prescribing the same assignment for all students, a tradition that usually guarantees inefficient and ineffective learning. Respect for an individual's needs, interests, and problems should be found especially in those studies that take humanity in all its diversities and complexities as their primary concern. Too often, this is not the case.

no failures

If, when, and under what conditions students deserve failing grades is, as everyone knows, a matter of considerable controversy. The position taken in this document, however, is that there should be no sense of personal failure in social studies education.

positive self-concept

What possible hope can there be for the individual development of wholesome attitudes toward society—or towards oneself—if the student develops a poor self-concept in those courses that are designed precisely for the purpose of assisting him to develop his social and civic competence?

Today one hears much about hostility, violence, and aggression among young adults. One can only speculate on the extent that such feelings have been fed by the frustrations encountered by students in school programs that were irrelevant, inappropriate, and inconsequential.

The social studies has the responsibility to present students with programs that make sense to them and are consistent with individual abilities, aptitudes, and motivations.

consider these questions

1. What efforts have been made, especially at the secondary level, to accommodate a wide range of reading ability? Are source materials available for students who read substantially below and above grade level? What other evidence can be provided to indicate that efforts are being made to tailor the present program to the abilities and needs of the students?
2. How widespread is the practice of applying the same standard to the academic accomplishments of all students? To what extent are teachers capable of individualizing their evaluation and subsequent instruction? Is there administrative support for a program of individualized instruction?
3. What steps are being taken to capitalize on the diversity of student backgrounds? Do the school policy and programs imply that there should be uniformity and conformity among its outgoing students?

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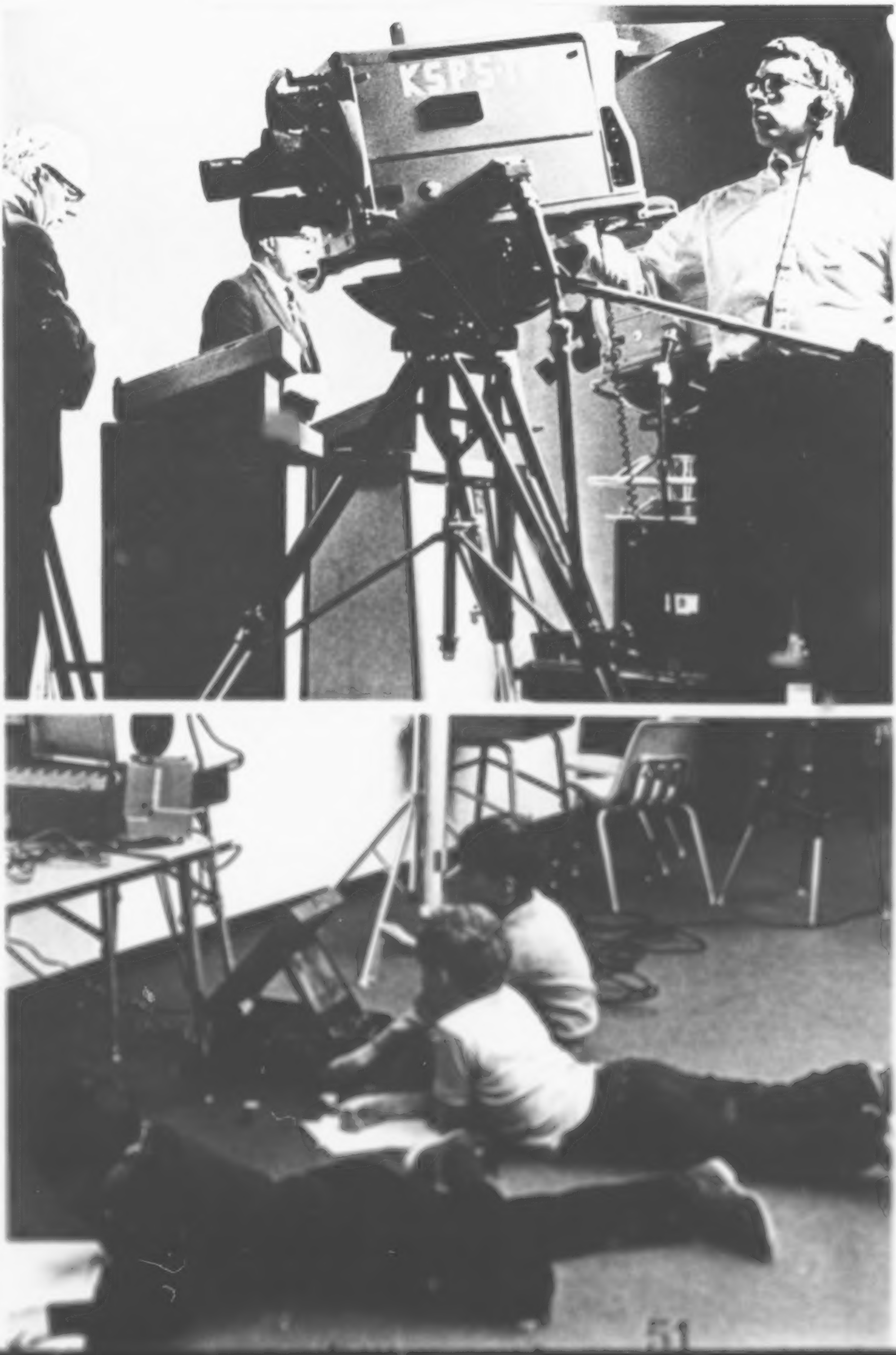

number thirteen

rely on a broad range of instructional materials and media.

Instruction should not be confined to lecture-discussion and textbooks.

Teaching that consists almost solely of explanations and discussion together with written assignments and examinations is inadequate due to its exclusive reliance on only one form of communication—words.

A social studies curriculum should employ both direct and vicarious means of imparting information and providing experiences.

offenders

Among the clearest examples of neglecting this principle are geography classes that do not engage in any form of field work, history courses that do not use primary source material, sociology or American problems programs that ignore neighborhood slums or rural poverty, a discussion of occupations without the associated sights, sounds, and smells, and attempts at changing values without direct emotional involvement.

Too few secondary programs provide learning experiences that recognize ways of learning other than verbal; words cannot reach everyone nor can lecture-style films be considered as satisfactory alternatives. However, even the variety of verbal sources is limited in many situations.

use periodicals, films

Social studies classrooms need a selection of periodicals; in this age of sophisticated and high speed communications devices, even primary-age children show a keen interest in the contents of newspapers and magazines. Basic references and data sources are essential to classrooms; these frequently have not even been identified for the students.

Films, commercial television, field trips, recordings, models, and simulations are still too often regarded as pleasant diversions from what some regard as the truly significant teaching task of "telling it like it is (or was)."

The success of instruction is determined primarily by the selection and organization of learning experiences; one prerequisite for this success is a fit between a particular individual's way of learning and the condition provided in the learning situation, i.e., individualizing instruction.

"systems" approach

One of the most promising future developments in this regard may prove to be the "systems" approach. For the moment, the best answer to this difficult problem is a variation of instructional strategies and media that allow for at least the grossly different ways of obtaining information and subsequent ways of interpreting it, e.g., visual, tactile, auditory, or verbal.

No one method will be satisfactory for all students but a variety of materials and media will be more successful.

However, each experience must serve a specified and justifiable purpose; multiple media are no excuse for a smorgasbord approach. But there is reason to believe that there are several ways of arriving at the same destination and it may also be that the same destinations, i.e., learning goals, are not appropriate for everyone.

consider these questions

1. How adequate are the instructional media readily available for use in social studies instruction? Are there visual materials to illustrate realistic social phenomena? To what extent are the accuracy and authenticity of resource materials apparent?
2. What efforts have been made to determine which media are appropriate for which purposes? Are there instructional materials that are recommended for particular reasons? What evidence is there that audiovisual materials are integral components rather than supplementary devices?
3. Does the professional staff regard instructional materials and media as critical to the success of the program? What degree of reliance continues to be placed on lectures and textbooks? Are instructional resources treated as legitimate alternatives to traditional teaching?

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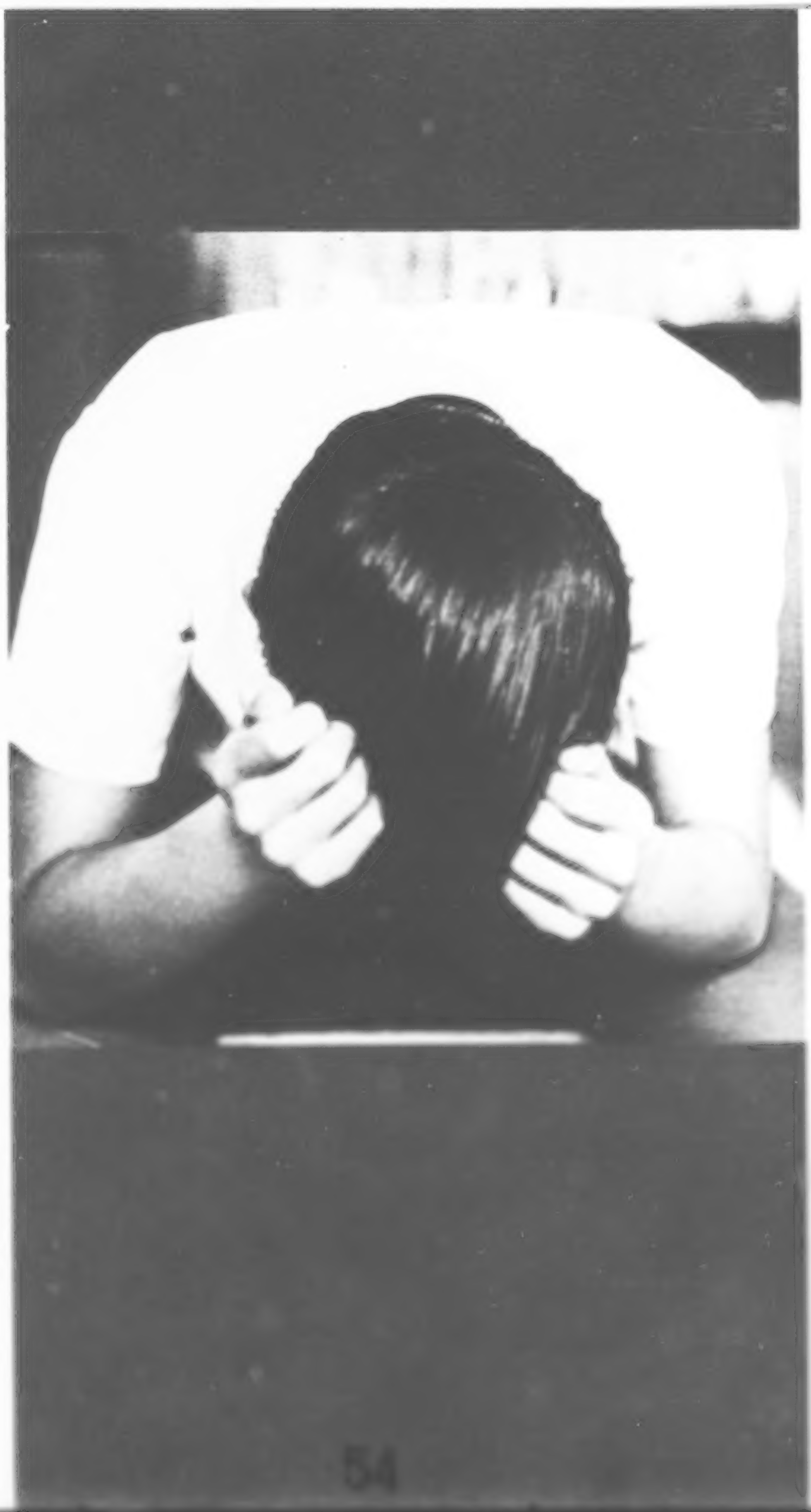
it was the spring of hope

it was the winter of despair



number fourteen

evaluation procedures that are systematic, comprehensive, and in accord with the stated purposes of the program.

Evaluation should not be restricted to written classroom examinations or standardized tests that purport to measure what has been learned.

Social studies programs must be systematically and rigorously evaluated. If anthropology claims to develop an understanding of a particular culture, it is obliged to make provision for determining the degree of its success. If social studies programs regularly introduce innovations, there should be appropriate changes in the evaluation program.

assess, not test

It is essential that new practices and programs be assessed in ways that are consistent with their purposes. Examinations, the customary method of determining what has been accomplished in a course, frequently are not well designed for evaluating such objectives as the development of values and thinking skills.

Although course outlines may also include problem-solving skills, attitude changes, or social action, tests tend to concentrate on factual material; if no additional means of evaluation are employed, there is no way of judging the success of the program beyond the knowledge level.

Further, it is probable that students will concentrate on whatever they expect to encounter on the examination, perhaps nothing more than facts.

constancy required

An occasional attempt to determine the success of the program is not sufficient. Significant growth in learning is both cumulative and long-range, requiring a similar plan for evaluation. What is involved here is determining if the program is changing student competencies and behavior in the direction and to the extent required.

This knowledge will not only identify individual growth but will also indicate deficiencies in the curriculum and teaching strategies, i.e., it will serve diagnostic purposes.

But evaluation should be based on more than formal examinations; it should employ techniques such as anecdotal records, classroom logs, role playing, and dialogue analysis. The relative success of a social studies program can be determined if the objectives of the program are clearly stated, appropriate evaluative techniques are chosen, and student data is gathered and analyzed systematically.

consider these questions

1. What portion of student grades is determined by examination scores and assignments? What provisions are made for self-evaluation by students? Is there proper consideration for changes in thinking abilities and growth in values?
2. What degree of administrative support and organization exists to facilitate program evaluation? Is the responsibility for assessing the K-12 program delegated and exercised? Are self-evaluations by the staff and evaluation by special consultants parts of the social studies program?
3. How are the effects of changes in the present program determined? To what extent are the evaluative techniques and criteria consistent with the stated purposes of the modifications? What provisions are made for using the results of program evaluation to establish needed changes?

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number
fifteen

insure opportunities for students to observe and participate in the affairs of the community.

Schools should not defer student involvement in community life; learning should not be confined to the classroom.

It has been commonplace for schools to maintain an environment that is somewhat detached from other parts of the child's social world. This isolation, while perhaps justifiable in a research setting, is not desirable in an institution whose purpose is the education of socially responsive individuals.

to isolate is futile

Attempting to isolate what is taught in schools from what is learned in the home, the neighborhood, over television, etc., is futile. It is equally unrealistic to postpone children's study and involvement in the problems of which they are a part.

Whether the issues be race, poverty, urbanization, or pollution, students are parts of the phenomena and young people can develop a deeper understanding of them. They can attain a higher level of competence if they are allowed to enrich their learning by observing and participating in real world processes. Such learning will help to counter those forces that create a sense of separation or alienation from society.

student involvement

To argue that all learning must take place in a direct confrontation with reality is to deny the benefits that accrue from a laboratory classroom. But neither should it be assumed that learning removed from the actual situation in which it is to be applied will be especially durable or potent.

This document argues in favor of extensive involvement by students of all ages in the activities of their community. The involvement may take the form of observation, e.g., field trips, attending meetings, interviews, etc., or it may take the form of action, e.g., political campaigning, assisting the disadvantaged, community improvement, etc.

Not only should these opportunities be made known to the students but the school, kindergarten through grade 12, should design its social studies program in a way that will allow and encourage active student participation.

Educational institutions can make a significant contribution to society by providing students with the knowledge and experience required for civic responsibilities. "The only ones among you who will be happy are those who have sought and found how to serve." (Albert Schweitzer).

consider these questions

1. To what extent do high school social studies courses insure that students have experiences observing or participating in social agencies?
2. Do students respond to human problems by organizing for action? e.g., a book drive for underprivileged areas, a clothing drive for a tornado struck region?
3. Do extra curricular activities include opportunities for social action? e.g., Student Political Parties, Student Action Groups on Community Projects (Libraries, Parks, Drag Strips, etc.)?
4. Do teachers serve as models of active and responsible political behavior?

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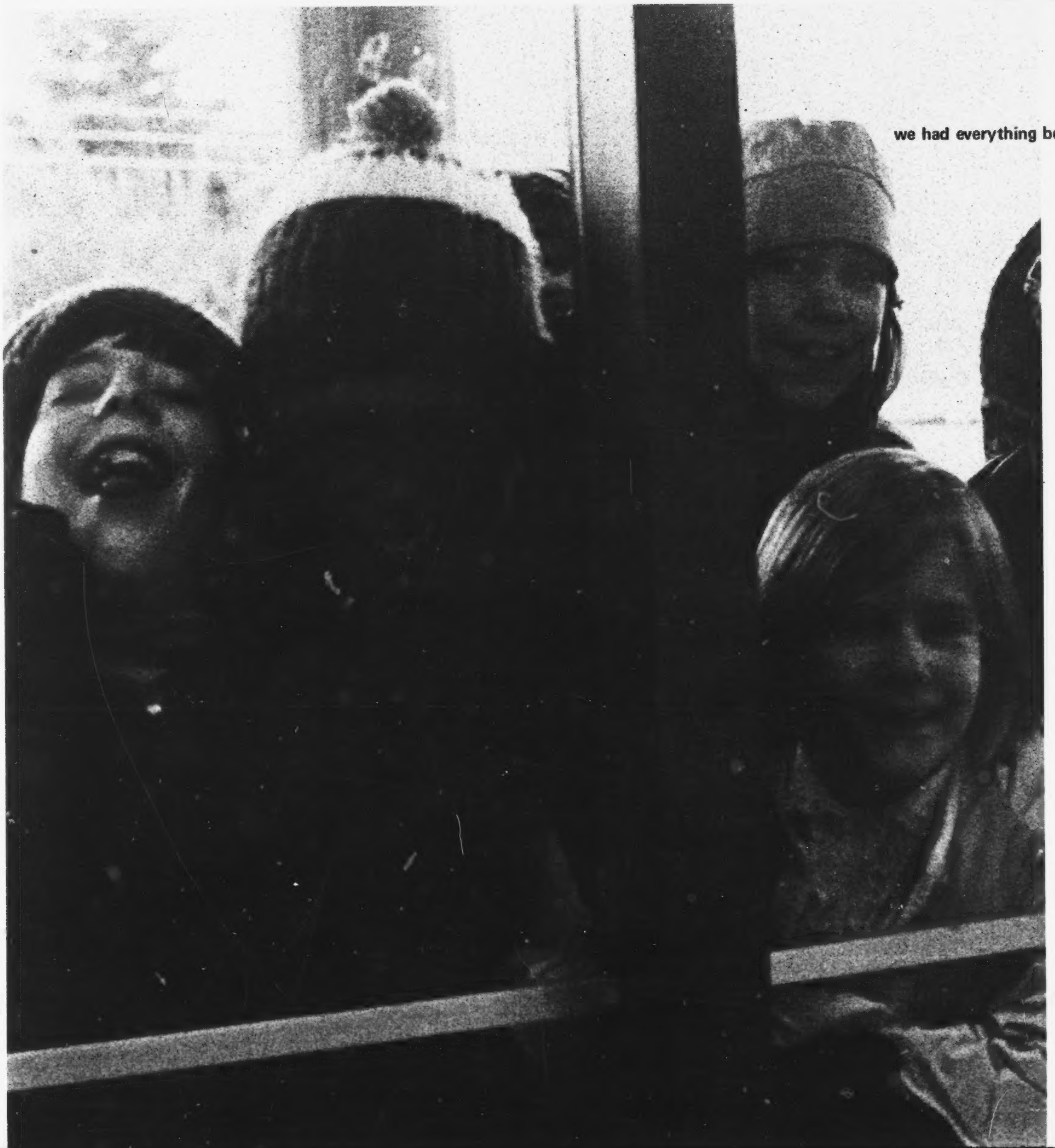


we had everything before us

we had nothing before us

scope and sequence

1. Q. This document does not specify learning experiences or content for a new social studies program. Does this mean that these decisions are to be made locally?

   A. **Yes. The educational orientation of the State of Washington is one that encourages local development of school programs. The particular decisions that determine content and learning experiences are best made at the community level.**

2. Q. Such flexibility at the local level will result in many different programs. Therefore, can it be inferred that one program is as good as another?

   A. **No. Programs should meet the criteria stated in these guidelines. But, since this can be accomplished in a variety of ways, programs will differ from community to community.**

3. Q. What criteria should determine selection of content?

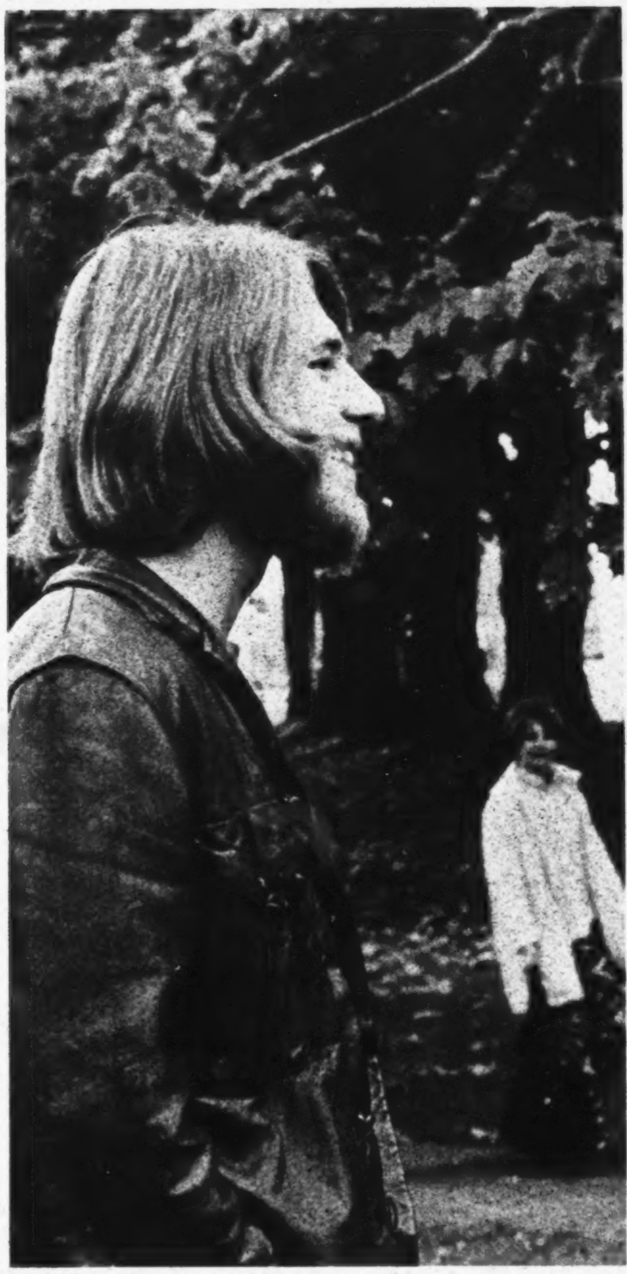
   A. **Three criteria are defined by this document.**
      1. **The content must be related to a pervasive social issue.**
      2. **The content must be important to the learner and appropriate for his stage of development.**
      3. **The content must be drawn principally from one, some, or all of the social science disciplines, although the humanities and natural sciences should be utilized when appropriate.**

4. Q. This document does not include a list of classroom materials (textbooks, supplementary readings, films, etc.). Does this mean that materials must be selected locally?

   A. **Yes. This document cannot anticipate all manifestations of local programs. The selection of materials must meet the needs of the specific program developed. However, the guidelines state criteria that these materials must meet, e.g., different reading levels, inquiry-oriented, multi-sensory, etc.**

5. Q. Does the distribution of this document imply that totally new social studies programs must be developed to replace existing programs?

   A. **No. Many existing programs may be consistent with specific guidelines. Curriculum workers should address themselves to those guidelines that are not reflected in their local programs.**



6. Q. What considerations are important in determining the sequence of courses?

A. These three criteria apply to the sequence of learnings.

1. The purposes, content, and strategies of the course must be matched with the readiness and maturity of the learners.
2. The course should build on the experiences of learners.
3. The course sequence should continually expand on knowledge, skills, and attitudes.

7. Q. This document places a major emphasis on the social science disciplines as they relate to social issues. What contributions do such disciplines as history, geography, and economics make toward the social studies program, suggested by these guidelines?

A. First, the disciplines function as ordering mechanisms for knowledge. Second, they are the significant but not the sole sources of facts, concepts, and generalizations necessary for understanding social issues. Finally, the disciplines suggest the appropriate methods inquiry for obtaining the necessary data for decision-making.

8. Q. What is the advantage of an interdisciplinary emphasis in a social studies program?

A. By definition, an interdisciplinary approach provides for an understanding of the wholeness of social man, rather than a segmented awareness of his separate parts. The problems of society are not conveniently explained by any single social science discipline. Full understanding usually requires knowledge from several disciplines. The tradition of separate subjects should not determine the content emphasized in social studies programs that are characterized by an interdisciplinary approach. Rather, content is based on the inherent nature of a given social issue.

9. Q. In an interdisciplinary program what specific courses should be offered?

A. Social issues represent the organizing focus for all social studies offerings. Course offerings labeled (U.S. History, World History, Government) in a manner that emphasizes one of the social disciplines can be misleading. An approach that might reflect more accurately the direction suggested by these guidelines is exemplified below:

Old Title	New Title
Pacific Northwest History	The Pacific Northwest—The Last Frontier
World History	Development of World Cultures
U.S. History	American Studies
Government, Economics, Sociology	Problems of Democracy Contemporary Problems
Latin America	Hispanic American Culture

10. Q. This document emphasizes the valuing process. As a curriculum worker deals with the question of sequence, how should he answer the question: What values should be taught at each level?

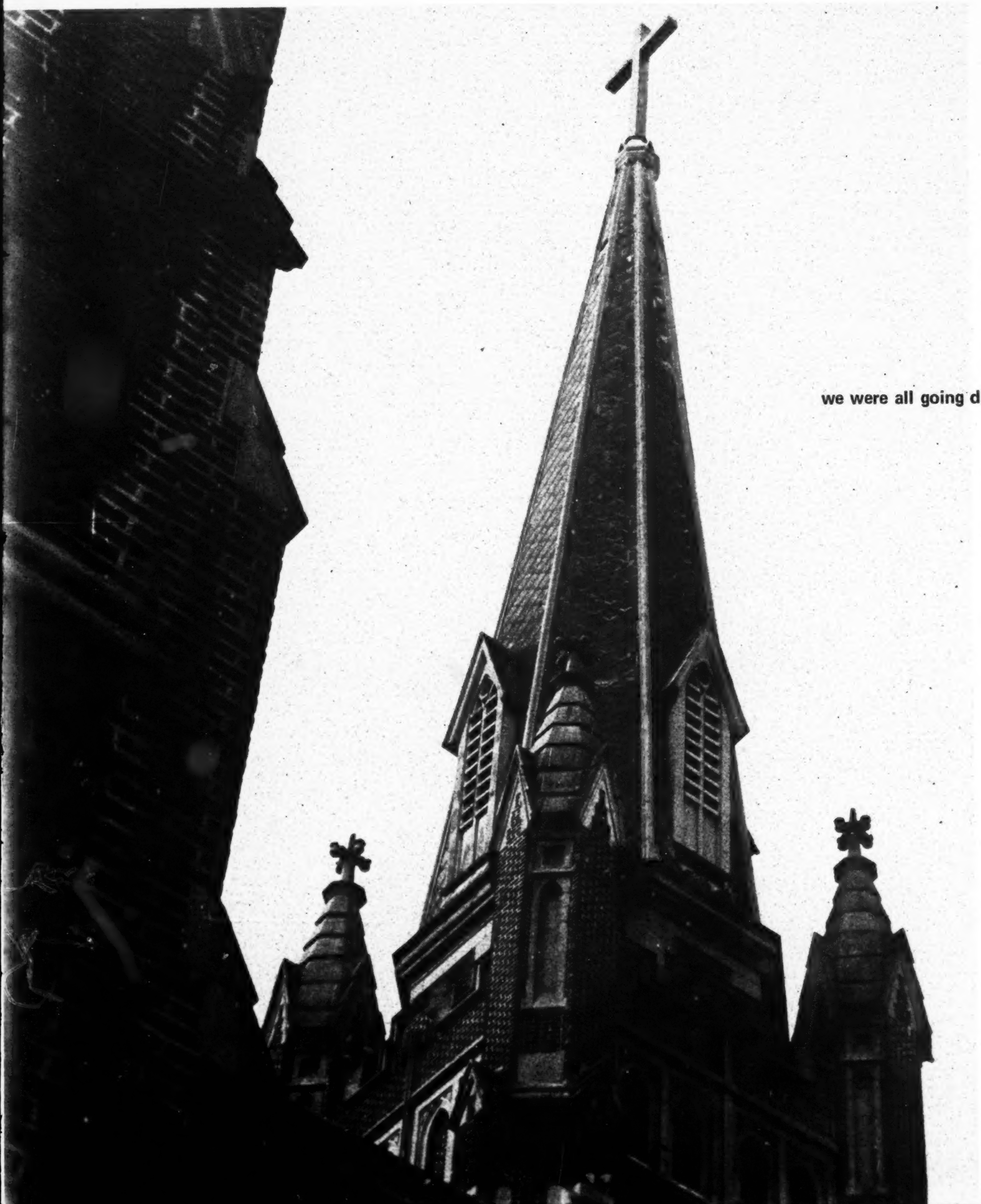
A. **The position of this document is that implications for value considerations can be found in any social issue and can be dealt with to some extent at every level. It is important to note that values do not seem to be cumulative in the same manner as knowledge and understandings. Above all, the valuing process must rest on a fundamental commitment to rational practices and the dignity of man.**

11. Q. In planning sequential skill development what factors must be considered?

A. **The development of thinking, work study and social skills is essential to effective social studies programs. Skill competencies seem to develop cumulatively, increasing in complexity as students approach maximum proficiency. It is important that skills be taught functionally, within a context that requires their use and application.**

12. Q. Many social studies programs adhere to an expanding environment approach in establishing the sequence of courses. Is this approach a desirable one?

A. **Children today are bringing a wider range of experiences to the classroom. Widened opportunities for travel and heightened exposure to television seem to be largely responsible. Consequently, young children may be able to understand and demonstrate an interest in knowing about social phenomena that are not found in their immediate physical environment. It does appear important to relate such learnings to immediate experiences. For example: The family is generally the focus of social studies programs in the first grade. Children might be ready and interested in understanding some patterns of the life of the Eskimo. This venture outside of the child's environment can be made most meaningful if it is characterized by a comparison to that environment, e.g., a comparison of the family life of Eskimos to that of the child.**



we were all going direct to heaven

we were all going direct the other way

summary of the guidelines

1. The social studies program should develop the ability to make a critical analysis of enduring social issues through the application of the knowledge and methodology of the social sciences in an interdisciplinary manner.
2. A social studies program should develop the academic and social skills necessary for the development of a positive self-concept, the fulfillment of civic responsibility, and the growth of social identity.
3. A social studies program should develop responsible divergent thinking.
4. The social studies program should enable the individual to develop his own values rationally.
5. The content selected should be based on general concepts and methods of investigation derived largely from the social sciences and organized around enduring and pervasive social issues.
6. The content selected should be representative of man's experience, cultures, activities, and beliefs.
7. The content selected should be consistent with the current knowledge, theories, and interpretations commonly accepted by the appropriate social science disciplines.
8. The content selected for use in the curriculum should have a direct relationship to the immediate concerns of the students.
9. The content selected for use in the classroom and the learning experience sequence should be planned and modified with regard for the impact on the total K-12 program.
10. Instructional strategies should establish learning objectives that describe desired student competencies in specific terms.
11. Instructional strategies should engage the student directly and actively in the learning process.
12. Instructional strategies should emphasize the individualization of expectations, methods, and evaluation.
13. Instructional strategies should rely on a broad range of instructional materials and media.
14. Instructional strategies should use evaluation procedures that are systematic, comprehensive, and in accord with the stated purposes of the program.
15. Instructional strategies should insure opportunities for students to observe and participate in the affairs of the community.

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in short, it was the world we live in

glossary

Pervasive Social Issues:

Social problems that tend to recur and persist: continuing dilemmas; not to be confused with transient events, e.g., Cuban missile crisis, school levy elections, riots that are manifestations of more basic issues, e.g., international stability, public policy, and human relations.

Rational Process:

A way of knowing that relies on deductive and inductive reasoning process; uses logic, objectivity, observation, rules of evidence, hypotheses and conclusions, minimizes faith, emotion, and authority as sources of knowledge.

Concept:

Terms varying in degree of abstraction from very specific referents: house, car, or candle, to more general and therefore more abstract meanings: authority, equality, dignity.

Generalization:

A linkage of two or more concepts. They are sometimes used to summarize the knowledge of the social science disciplines, e.g., the basis of orderly human interaction is found in social systems; hostility tends to breed aggression.

Modes of Inquiry:

Refers generally to the scientific method; refers specifically to techniques employed by various social scientists to derive new knowledge; examples are surveys by sociologists, primary source analysis by historians, and field studies by anthropologists.

Social Studies:

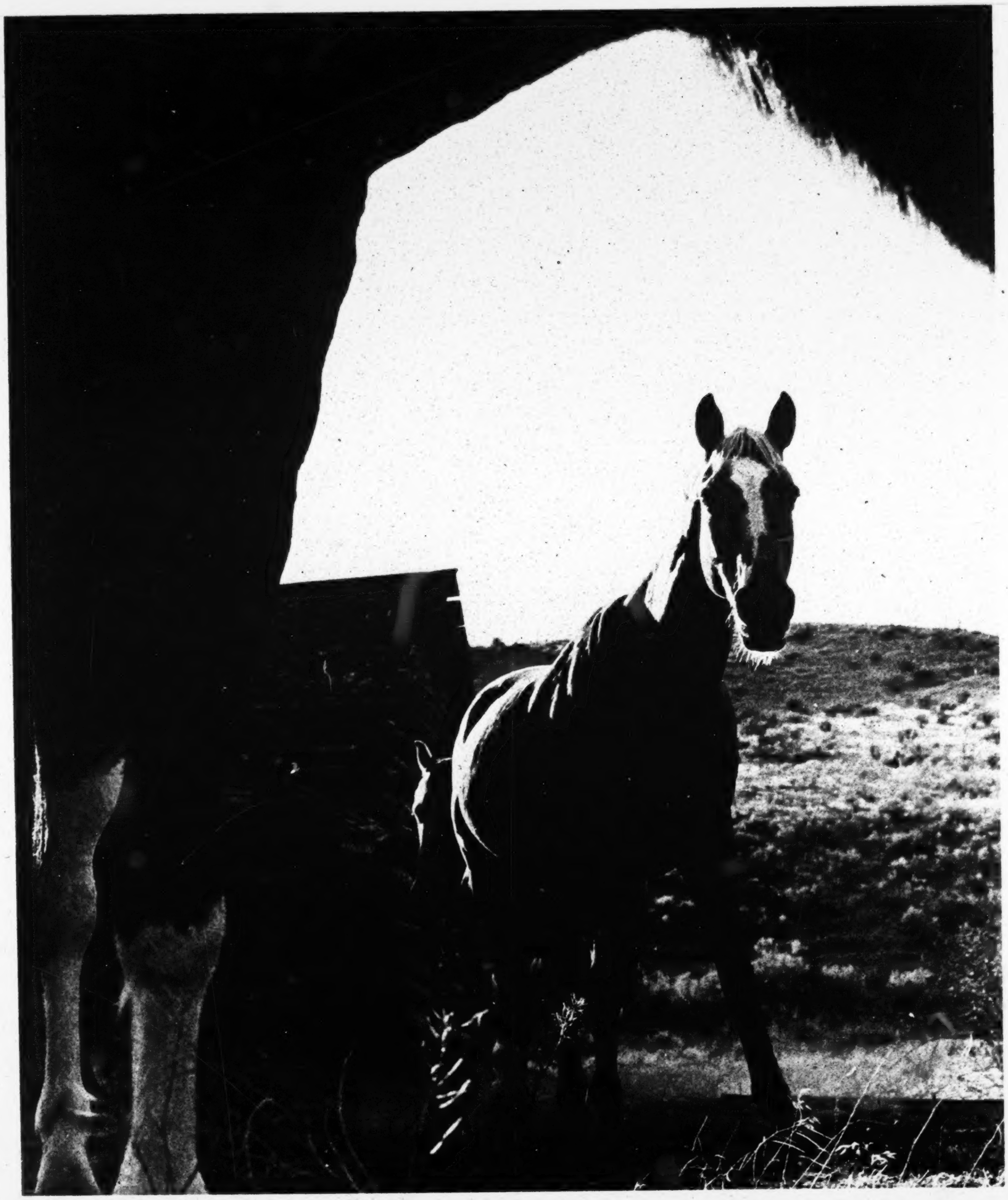
That component of the total school program that confronts the learner with the pervasive and continuing problems of man; analysis of these problems in both creative and critical ways serves to clarify man's role as an individual and as a member of society.

Social Action:

Rationally determined individual behavior for the purpose of resolving a problem that confronts society; involves the learner directly rather than vicariously in community related projects.

Interdisciplinary Programs:

Emphasize the contributions of all relevant knowledge to a given social issue; includes not only the contributions of the academic disciplinarians (historians, sociologists, geographers) but also the knowledge of those who may be described as men of practical affairs: politicians, religious leaders, psychiatrists, journalists.



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